

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

MINUTES OF A REGULAR MEETING
OF THE FACULTY SENATE HELD ON
OCTOBER 11, 1991, IN LISNER HALL
ROOM 603

The meeting was called to order by Vice President French at 2:15 p.m.

Present: Vice President French, Parliamentarian Schechter, Belknap, Burdetsky, Carson, Divita, Felts, Garris, Griffith, Gupta, Hill, Holmes, Gilmore, Kenny, Maddox, Morgan, Park, Parke, D. Robinson, L. Robinson, Schiff, Silber, S. Smith, Smythe, and Wirtz

Absent: President Trachtenberg, Registrar Gaglione, East, Friedenthal, Giordano, Harrington, Keimowitz, Mahmood, Miller, Pock, P. Smith, and Vontress

APPROVAL OF MINUTES

Vice President French called for approval of the minutes of the regular meeting of September 13, 1991, as distributed. Professor David Robinson noted that in Item (2), page 4, of the Report of the Executive Committee, concerning a Task Force to consider developing a University posture on post-tenure review, one sentence reads as follows: "The Executive Committee agreed to collaborate with this effort. . . ." Professor Robinson suggested that this sentence be amended to read: "The Executive Committee agreed to cooperate with this study. . . ." Professor Griffith accepted the amendment. No other amendments were made, and the minutes, as corrected, were approved.

In the absence of President Trachtenberg, Professor Griffith informed the Senate that the President has invited the Senate to convene its November 8th meeting at the Virginia campus of The George Washington University for the purpose of providing the Senate members an opportunity to see this new facility. Vice President French reinforced the President's invitation to the Senate to convene its November 8th meeting at the Virginia Campus as he thought it would be of interest to the Senate to see the new facility and the kinds of instructional support services provided there, and he hoped the Senate members would be able to come. Professor Griffith noted that a questionnaire was being circulated to the members to indicate whether they plan to attend the November 8th meeting at the Virginia campus and whether they would require transportation to and from the campus as transportation would be provided.

Professor Smith pointed out that some members teach Friday classes and that it might be better to visit the Virginia campus when classes are over for the semester. He then moved that the Senate accept the President's invitation to convene at the Virginia campus on December 13th instead of November 8th. The motion was seconded. The question was called, and the motion was carried.

RESOLUTIONS

I. RESOLUTION 91/2, "A RESOLUTION TO PERMIT FACULTY TO REVIEW THEIR ANNUAL REPORTS"

Professor Hill, Chair of the Appointment, Salary and Promotion Policy Committee, moved the adoption of Resolution 91/2, and the motion was seconded. Professor Hill spoke in support of the resolution, noting that the chairs he had spoken to favored allowing a time period during which faculty could add comments.

Professor Silber said he supported the resolution but suggested that the process might be less cumbersome if the opportunity for review of comments might come after the chairperson makes his or her comments before they are sent to the dean. He noted further that annual reports must be prepared so far in advance that salary increases for Fall 1992 are based upon the activities undertaken in Fall 1990.

Professor Morgan spoke in favor of the resolution. He said that in some instances it would be very desirable for the faculty members to review the chair's comments before they are forwarded to the dean, as the dean often has no basis for questioning what the chair has said. Professor Hill commented that there was nothing to prevent the chair from putting his or her comments on the annual report and giving a Xerox copy of it to the faculty member on the same day. Professor Smythe pointed out that there have been cases where faculty members take exception to comments of the dean after these have been forwarded from the chair. He said that there was nothing now that prevents any department from having a process whereby the faculty member can see the comments of the chair before they are sent to the dean. Professor Lilien Robinson noted that, when the ASPP Committee worked on this resolution last year, it was the Committee's intention to give as complete an evaluation as possible and to provide the faculty member the opportunity to comment because, in many cases, faculty members did not know that they had access to their own annual reports.

Vice President French asked if the mechanics of this resolution meant that the original copy of the annual report would remain in the dean's office for the designated two-week period and the faculty member would have the option of coming to the dean's office to see it, initial it, or add comments to it, and if the faculty member did not do that during the two-week period, that

that would be construed as concurrence or non-interest. Professor Griffith said that the comment report is a separate sheet containing the chair's and dean's comments to be appended to the annual report--he did not see why a xerox copy of that sheet could not be sent to the faculty member for his or her additional comments which would then be sent back to the dean's office for attachment to the original annual report to be forwarded to the Academic Vice President.

Professor Park pointed out that he did not think it was appropriate to infer that because the faculty member did not initial or add additional comments that this implied his or her concurrence with the comments of the chair and the dean. It seemed to him that for a variety of reasons a faculty member might not wish to add comments, and a failure to answer does not give rise to an automatic implication of concurrence. Professor Park said that there was no obligation on the part of the faculty member to do this. Vice President French agreed, stating that it was his understanding that this only indicates that the faculty member has at that stage in his or her career seen the comments of the chair and dean which he thought was the primary objective of this resolution.

Professor David Robinson asked if the ASPP Committee intended that each faculty member sign this statement. Professor Hill responded that the ASPP Committee discussed whether there should be a "sign-off" line and decided to leave that to the Academic Vice President's office because the resolution was worded loosely enough to be implemented wisely by the administration. Professor Robinson said that he, himself, would not want a sign-off line. He thought it was appropriate to inform the faculty that they could add comments, if they wish, but asking the faculty member to sign off would create all sorts of legal implications as pointed out by Professor Park. Therefore, Professor Robinson suggested deleting the Second RESOLVING Clause.

Professor Griffith said that he had mixed feelings about including a sign-off line; however, in the event of a grievance this proviso would protect against a situation in which the faculty member could claim that he or she had not seen the comments of the chair and dean and, therefore, did not know there were any problems. He said that xeroxing a copy of the comment sheet, sending it to the faculty member for initialling or adding comments, and then sending it back to the dean's office for attachment to the annual report was not an unreasonable way to handle the mechanical problem. Professor Griffith said that he would oppose an amendment proposing to strike the Second RESOLVING Clause.

The question was called, and Resolution 91/2 was adopted. (Resolution 91/2 is attached.)

REPORT OF THE SPECIAL COMMITTEE TO STUDY THE STRUCTURE AND FUNCTIONING OF THE FACULTY SENATE, TOGETHER WITH RESPONSE OF THE PRESIDENT

Professor Griffith explained that Professor Cheh, a member of the Special Committee, was unable to be present today to present a report. In placing the Report of the Special Committee and the President's Response on the agenda, Professor Griffith said that the Executive Committee thought it would be useful to the Senate if the Committee presented its own recommendations. Two recommendations, Nos. 8 and 15, are responded to by specific resolutions; recommendations Nos. 6, 9, 11, and 12 are responded to by memoranda dated September 27, 1991, to the Faculty Senate distributed with the agenda; the remainder would be discussed briefly.

RESOLUTION 91/3, "A RESOLUTION TO IMPLEMENT RECOMMENDATION 8 ON THE USE OF FACULTY ON ADMINISTRATIVE COMMITTEES, SUBCOMMITTEES, TASK FORCES AND WORKING GROUPS"

On behalf of the Executive Committee, Professor Garris moved the adoption of Resolution 91/3, and the motion was seconded. Professor Garris explained that traditionally the Executive Committee has always been very active in proposing faculty members for appointment to administrative committees. In the past few years, however, he said that there were some notable examples of some very important administrative committees --the Budget Advisory Committee, the Fringe Benefits Review Committee, the Advisory Council on Research, and the University Committee on Research-- where the Executive Committee was not invited to nominate faculty for membership on these committees.

Professor Garris said in discussing Recommendation 8, the Executive Committee's response was: (1) the Executive Committee strongly supports the use of legitimate faculty representatives on administrative committees; (2) legitimate faculty representatives normally are those designated and endorsed by the Executive Committee; (3) those faculty who are designated by the Executive Committee as official representatives have an affirmative obligation to report their activities to the Senate and to interact with their appropriate faculty constituencies; and (4) it is clearly the administration's prerogative to solicit assistance from and consultation with faculty in order to assist them in advancing the University's interest without consultation with or approval by the Executive Committee for whatever reason they deem appropriate; however, faculty so solicited by the administration are not to be presented as representatives of the faculty.

Professor Silber asked if the intention of the resolution was to assure that faculty recruited by the administration because of their expertise, for example, not be considered representatives of the faculty. Professor Garris replied that such faculty would

not be considered as legitimate representatives of the faculty.

Professor Schiff asked if the intent of the resolution was to limit faculty representatives to members of the Senate since it has been stated that such faculty should have constituencies. Professor Garriis replied that that was not the intent. Professor David Robinson said that this resolution only requires consultation with the Executive Committee--it does not even require consent, just simply consultation. Professor Morgan pointed out that, as it now stands, if there is consultation by the administration with the Executive Committee, and the Executive Committee recommends against the faculty member, and yet that faculty member is appointed to an administrative committee, that person represents the faculty according to the First RESOLVING Clause; it does not require consent of the Senate.

Professor Gupta then moved to amend the First RESOLVING Clause, Line 5, by inserting the words "and the approval of" after the words "without consultation with," so that the same would read: "without consultation with and the approval of the Faculty Senate Executive Committee." The motion was seconded, and the amendment was approved.

The question was called, and Resolution 91/3, as amended, was adopted. (Resolution 91/3 is attached.)

RESOLUTION 91/4, "A RESOLUTION TO IMPLEMENT RECOMMENDATION 15 TO ESTABLISH A JOINT FACULTY-ADMINISTRATION COMMITTEE TO EXPLORE WAYS TO IMPROVE THE FLOW OF INFORMATION WITHIN THE UNIVERSITY COMMUNITY"

On behalf of the Executive Committee, Professor Divita said that this resolution deals with the question of the flow of information on campus. While there are a number of special purpose publications, these did not appear to be adequate in conveying the kind of information that most people would be interested in.

Professor Hill noted that the resolution asks the Special Committee to present a written report of its findings and recommendations by Spring 1992 which would really mean by the April meeting of the Senate, marking the close of the present session. He asked Professor Divita if he thought that would give the Special Committee enough time to conduct its study and report to the Senate. Professor Divita replied that he could not make that decision.

The question was called, and Resolution 91/4 was adopted. (Resolution 91/4 is attached).

Recommendations of the Executive Committee on Nos. 6,9,11, and 12

Professor Griffith explained briefly the Executive Committee's rationale for its recommendations on Nos. 6,9,11, and 12 as set

forth in the memoranda attached to the agenda.

Professor Silber, referring to No. 6, asked if the proposed restructuring of the three Senate Standing Committees meant that these committees would then be eliminated in favor of the joint committees. Professor Griffith replied that no Senate Standing committees would be eliminated; these three committees would remain Senate standing committees and would report back to the Senate.

Professor Griffith then addressed the remaining Recommendations of the Special Committee. With reference to Nos. 1 through 5, Professor Griffith said that the President declined to accept four of those recommendations, although the President indicated that an organization chart will be provided as requested in No. 3. With respect to No. 7, proposing three-year terms for Chairs of Senate Standing Committees, Professor Griffith noted that that was not really feasible because the terms of Senate members are for only two years; however, he invited responses from Senate members as to whether Senate terms should be lengthened to three years. With regard to No. 10, asking for administrative responses to Senate resolutions, Professor Griffith said that that matter was met by Resolution 91/1 adopted by the Senate in May; and Nos. 13 and 14 have been administratively handled, he said.

Professor Griffith said he believed that this covered all the recommendations of the Special Committee, but that he would be glad to answer any questions. No further discussion followed.

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

REPORT BY WALTER M. BORTZ, VICE PRESIDENT FOR INFORMATION AND ADMINISTRATIVE SERVICES, ON "TOTAL QUALITY MANAGEMENT" PROJECT

Vice President Bortz said he wished to take this opportunity to report on two matters closely related--one was on the new management information system, and the other was on "TQM" or the total quality management project. Last year, the University entered into a contract with Systems Computer Technology Corporation to provide the University with five information baseline systems. These include a student information system, student financial aid system, alumni development system, personnel system and a financial system. He said that the student financial aid system has already been implemented with ongoing modifications. With the installation of these new information systems, Vice President Bortz said that a number of questions have to be resolved about policies and procedures throughout the institution. At the same time as these policies and procedures are being reviewed, the administration thought it an appropriate time to also review the administrative structure and workloads in the various offices, because in the coming years, it may be possible to reallocate some

of the resources of the administrative side back into the academic side. Vice President Bortz said that it is believed that the maximum efficiency of the new information systems can be best realized by implementing a quality management philosophy on campus that involves everyone. The administration is going to be concentrating its efforts now on the administrative side, in various units, for developing a plan that will encompass the entire University over the next two or three years. He said that Vice President French and the deans are conducting other studies with regard to faculty and curricula similar to that on the administrative side. The firm of Coopers and Lybrand has been asked to serve as consultants in this project. The Registrar's Office has already been studied, and if the recommended plan seems reasonable, then the University may have the basis for a long-term relationship with this firm. Vice President Bortz said that the President has appointed a committee to work on this project and the members are: Ann Webster, Assistant Vice President for Student and Academic Support Services; Don Runyon, Assistant Treasurer for Business and Procurement; Jim Clifford, Director, Personnel Services; Marge Windelberg, SCT Liaison; Annie Wooldridge, Assistant Vice President, Roger Chaufournier, Senior Assistant Administrator, Hospital, and Jay Shotel, Special Assistant to the President. In closing, Vice President Bortz said that he looks forward to reporting to the Senate on a regular basis on this project.

Professor Silber asked why the administration turned to outside consultants for the Total Quality Management project instead of using the expertise of people within the University community. Vice President Bortz said that the administration was looking for people who have experience in this field not only in business but in higher education also, and who would have a different view perhaps than internal people. Professor Griffith asked if the project was intended to be confined to the administrative side only. Vice President Bortz responded that no one would be going into classrooms or into the academic units in the schools. The intent was to get the fat out of the system which appears to be heavy on the administrative side. Professor Griffith inquired about the term limit of the present contract with the consultants, and Vice President Bortz replied that the present contract extends through the middle of January, 1992, at which time the administration will see how the plan for the Registrar's Office has worked out before making a decision to enter into a contract with Coopers and Lybrand upon a regular basis. Vice President Bortz said that he agreed there is tremendous talent within the University and it may be that the administration can use that talent also. Vice President French thanked Vice President Bortz for his report to the Senate.

GENERAL BUSINESS

I. NOMINATION FOR ELECTION OF FACULTY MEMBER TO THE SPECIAL COMMITTEE ON NORTHERN VIRGINIA CAMPUS

Professor Griffith moved the nomination for election of Robert J. Peroni, Professor of Law, to the Special Committee on Northern Virginia Campus as a replacement for Professor Spanogle. The nomination was approved.

II. NOMINATION FOR ELECTION OF STUDENTS TO FACULTY SENATE COMMITTEES

Professor Griffith reported that no student names have been received for nomination.

III. NOMINATION FOR ELECTION OF FACULTY TO THE COMMITTEE ON ATHLETICS AND RECREATION

Professor Schiff moved the nomination of Associate Professor Joseph M. Campos (Pediatrics), Acting Dean Abbie O. Smith (Division of Continuing Education), Professor David S. Wilkinson (Pathology), for election to the Committee on Athletics and Recreation. The nominations were approved.

IV. REPORT OF THE EXECUTIVE COMMITTEE

On behalf of the Executive Committee, Professor Griffith reported on the following matters:

(1) With respect to the proposed merger of the College and Graduate School of Arts and Sciences, Professor Griffith reported that neither Professor Catron nor the Executive Committee had received any requests from Senate members or other faculty to put this matter on the Senate's agenda for this meeting. The Executive Committee, therefore, on behalf of the Faculty Senate, has informed President Trachtenberg by memorandum dated October 7, 1991, that the Faculty Senate endorses the proposed merger of CCAS and GSAS. (Memorandum dated October 7, 1991, is attached).

(2) In response to a request from Vice President Chernak, the Executive Committee nominated Bonnie M. Sachs, Assistant Professor of German, and Theresa Gabaldon, Associate Professor of Law, to the newly-reconstituted administrative Committee on Campus Security.

(3) With reference to the Task Force on the Periodic Evaluation of Continuing Faculty, Professor Griffith said that Vice President French and he conferred extensively and have composed a charge to this Task Force. Because this issue is so sensitive, Professor Griffith asked that a copy of this charge be distributed

to the Senate today, and made a matter of record in the minutes. (Memorandum dated September 26, 1991, is attached.)

(4) Professor Griffith reported that at the May meeting of the Academic Affairs Committee of the Board of Trustees, the Chairman of this Committee asked him to report to the Senate that when the Committee receives the list of faculty recommendations for tenure status that the Committee takes a great interest in looking at the proportional representation of women and minorities on this list.

(5) The next meeting of the Executive Committee is Thursday, October 24th, to set the agenda for the November 8th Senate meeting; any items of business for the Senate's agenda should be received by the Executive Committee before October 24th.

BRIEF STATEMENTS

Professor Hill, Chair, Appointment, Salary and Promotion Policies Committee, said that he wished to report on what he hoped would be considered a satisfactory solution to the summer school course cancellation problem that was discussed at the last Senate meeting. This problem was clarified at a meeting on October 8th with Vice President French, Associate Vice President Price, Donna Scarboro, Summer School Director, Professor Kirsch, Professor Katz, Professor Griffith, and himself, as Chair of the ASPP Committee. As a result, Professor Hill said the following memorandum of understanding was prepared:

Notwithstanding the notice given to department chairs that summer courses enrolling fewer than six students may be cancelled, Vice President French has given assurances that the offering of such courses in the summer of 1992 will continue to be a matter of negotiation between chairs and deans, in consultation with the Director of Summer Sessions, and that among the potential bases for exceptions to the rule will be (1) required courses; (2) courses of faculty with other high enrolled courses; and (3) total departmental enrollments. It is also understood that the lower the enrollment, the stronger the justification must be for allowing the course to be offered.

Professor Hill said that this memorandum of understanding applies only to the summer courses for 1992, and he did not know what formula might be followed in future years. He indicated the ASPP Committee will continue to follow this matter closely.

Professor David Robinson asked Professor Griffith if the memorandum dated September 26, 1991, on the periodic evaluation of

continuing faculty would be distributed with the minutes. Professor Griffith replied that that was his intention. Professor Robinson then said that he hoped that faculty members would give this memorandum careful attention. Post-tenure review can be as modest and as benign as simply affording an opportunity for performance feedback to tenured members of the faculty. On the other hand, Professor Robinson said, post-tenure review can be very menacing to academic freedom and threatening to tenure. Not everybody in this University feels tenure is a worthwhile institution. Even though formal tenure may not be technically taken away consistent with the language of this charge to the Task Force, the terms of employment can be made unpleasant and the evaluations can be so conducted as to threaten both the values of tenure and the values of academic freedom. Professor Robinson noted that, in his experience in the Senate on and off for a quarter of a century, nothing in his view has been more important than this proposal.

Professor Park said that he agreed with Professor Robinson that this memorandum would be very helpful to the faculty and should be distributed with the minutes. He pointed out that reference is made in the memorandum to attachments that are examples of the growing literature on this subject, and he asked Vice President French if it would be possible to include these attachments with the memorandum for distribution to the faculty. Vice President French replied that the attachments are lengthy documents, but that he would be happy to have a few sets available in his office for anyone who was interested. A discussion followed by Professors Griffith, Park, Gupta, and Morgan.

Professor Morgan noted that under Item 7(b) on the Agenda there were no nominations for election of students to Faculty Senate Committees. He said the Senate has long taken the position that student representatives on Faculty Senate committees are properly presented by the representative body of the students which might explain the reason for the absence of nominees. On another matter, Professor Morgan said that he would like to sum up what he understood the sense of the Senate to be with regard to Resolution 91/3, as amended, and adopted by the Senate today. This resolution, he said, appears to him to state very clearly the following:

Under normal circumstances a faculty member appointed by a University administrator to any committee (including all ad hoc committees, task forces, and working groups) or to any liaison function, without consultation with and the approval of the Faculty Senate Executive Committee is not a "representative of the faculty" as that term is understood by the Faculty Senate.

Vice President French said it seemed to him, according to this interpretation, there would be a secondary category of committees appointed for functions in which the status of the faculty as representatives is not an issue. Professor Morgan expressed his agreement because, under the terms of Resolution 91/3, the Second RESOLVING Clause applies only to all representatives of the faculty.

Professor Silber remarked that a rumor has been circulating that there may be some interest in modifying the TIAA contribution. He asked if it would be possible at some future meeting to find out about the deliberations of the Fringe Benefits Review Committee. Professor Hill replied that Professor Park, Professor Kirsch, and he had attended the last meeting of this Committee, but that things were still in a state of flux and he would be reluctant to report on it at this time. He said that clearly the important concern is that the ASPP Committee be informed before any change in any of the benefits takes place so that the faculty have an opportunity to be consulted before any changes are finalized.

Professor Park said that he agreed with Professor Hill and thought the administration has been quite responsive in trying to assure that there is full faculty consultation at the stage in which proposals are being developed. However, he said there have been surprises in the past, where proposals were submitted at the last minute, and that Professor Hill was working to avoid that kind of situation from happening again.

Responding to Professor Silber's question, Professor Park said he thought it would be helpful to review where we are and where we've been. About four years ago, the Congress passed legislation with regard to retirement schemes of various kinds and the employer's obligations under those schemes. The University interpreted that legislation as requiring a kind of flat, across-the-board response. At that time, the University went to a 10% contribution per employee without regard to the status or classification of the employee. When that happened, the University assumed a very substantial cost in making those contributions. It turned out that the University misread the statute--the Treasury had not issued the regulations, and, indeed, they were only issued in August. As a consequence of the over-response that was made to the legislation, many employees were given the retirement benefits at a stage in their careers when their long-term commitment to the University was unpredictable, and, if predictable at all, that many would not stay with the University. For example, there are medical support people and non-professional staff who stay with the University typically from eight months to three and one-half years. Retirement benefits are being committed to those people which are costly and unnecessary. The scheme that is being proposed will

attempt to rationalize what the University does in a way consistent with other schools and employers of large numbers of employees. Professor Park stressed that, at this point, the University has only considered plans that would grandfather in the present faculty and staff, and would protect academic persons coming onto the faculty, upon achievement of tenure, by affording them the present 10% contribution. He said that the administration was trying, in good faith, to avoid any takebacks.

Professor Griffith said that he believed he has a commitment from Vice President Bortz that this matter will come before the Senate before final action is taken. Professor Hill noted that one of the questions that will be raised in the Committee is whether or not the faculty should represent the staff. Professor Park responded that, for some years, he has objected in the Senate to the faculty being responsible for representing the staff. He said he does not think the faculty really knows the situation of the staff and does not think the faculty could act without some kind of conflict-of-interest because moneys paid out of the budget for personnel benefits to staff necessarily diminishes the pot. At the time of the revisions in the Medical Plan, Professor Park said, he had asked Mr. Clifford and Mr. Bortz if they would pursue a program of sampling the staff preferences. They did have a series of meetings with non-academic employees, which Professor Park praised, but the breadth of those contacts was necessarily limited. The survey that was requested in regard to consumer satisfaction of faculty and staff was not conducted. He said that he has been assured that that survey will be conducted this year. Professor Park said that, from a moral standpoint, faculty should see that staff are adequately represented, but whether faculty are the appropriate persons to represent them is a different matter.

ADJOURNMENT

Upon motion made and seconded, the meeting was adjourned by Vice President French at 4:05 p.m.

A handwritten signature in cursive script, reading "J. Matthew Gaglione".

J. Matthew Gaglione
Secretary

[Any inquiries about this resolution should be directed to Professor Hill, Chair, ASPP Committee, Ext. 4-6761].

A RESOLUTION TO PERMIT FACULTY TO REVIEW THEIR ANNUAL REPORTS
(91/2)

WHEREAS, fairness and good policy suggest that Faculty be permitted to review and comment on statements which chairs and/or deans append to their annual reports; NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

(1) That, beginning in the fall semester of 1992, the Vice President for Academic Affairs designate a two-week period during which Faculty have the opportunity to review and, if they wish, to respond in writing to comments which chairs and/or deans have appended to their annual reports; and

(2) That an entry be added to the annual report form, to wit:

"I have read the comments on my annual report
and understand that, if I choose, I may provide
additional comments."

and;

(3) That written responses be forwarded through the chair and/or dean, together with the annual report, to the Vice President for Academic Affairs, by the end of the two-week response period.

Committee on Appointment, Salary and Promotion
Policies (including Fringe Benefits)
September 23, 1991

Adopted October 11, 1991

[Any inquiries about this resolution should be directed to Professor Garris, Executive Committee, Ext. 4-3646].

A RESOLUTION TO IMPLEMENT RECOMMENDATION 8 ON THE USE OF FACULTY ON ADMINISTRATIVE COMMITTEES, SUBCOMMITTEES, TASK FORCES AND WORKING GROUPS (91/3)

WHEREAS, effective communication among the constituent elements of the University community is essential to the achievement of success across the full range of institutional objectives; and

WHEREAS, the faculty seeks to enhance its role and influence as a constituent in the University community through improved communication in a manner that would serve the University's larger need to develop and sustain unified responses to the challenges of operating in today's uniquely difficult environment; and

WHEREAS, such effective communication is best achieved by the participation of legitimate representatives of the faculty on administrative committees, and designation by the Faculty Senate legitimizes standing as a representative of the faculty; NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

(1) That, under normal circumstances, no faculty members should be appointed as representatives of the faculty by a University administrator to any committee (including all ad hoc committees, task forces, and working groups), or to any liaison function, without consultation with and the approval of the Faculty Senate Executive Committee; and

(2) That all faculty members named as representatives of the faculty on administrative committees assume an affirmative obligation to report to the Faculty Senate on a regular basis on the activities of their respective committees.

Faculty Senate Executive Committee
September 27, 1991

Adopted, as amended, October 11, 1991

[Any inquiries about this resolution should be directed to Professor Divita, Executive Committee, Ext. 4-6203].

A RESOLUTION TO IMPLEMENT RECOMMENDATION 15 TO ESTABLISH A JOINT FACULTY-ADMINISTRATION COMMITTEE TO EXPLORE WAYS TO IMPROVE THE FLOW OF INFORMATION WITHIN THE UNIVERSITY COMMUNITY (91/4)

WHEREAS, the Faculty Senate established the Special Committee to Study the Structure and Functioning of the Faculty Senate, and the Special Committee submitted its report to the Faculty Senate on March 22, 1991; and

WHEREAS, Recommendation 15 of the Committee's report focuses on the need to improve the flow of information within the University community, and President Trachtenberg is supportive of the thrust of Recommendation 15; NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

(1) That, a Joint Faculty-Administration Committee be established to explore the merits of Recommendation 15; and

(2) That such a committee consist of six members: three members of the faculty appointed by the Executive Committee and three members of the administration appointed by the President; and

(3) That the leadership of this committee be shared by one member of the faculty designated by the Faculty Senate and one member of the administration designated by the President; and

(4) That the committee present a written report of its findings and recommendations in the Spring 92 semester, accompanied by a cost/benefit analysis of its recommendations; and

(5) That the Co-Chairs of the committee maintain an active liaison with the designated member of the Faculty Senate Executive Committee during the period of the committee's existence.

Faculty Senate Executive Committee
September 27, 1991

Adopted October 11, 1991



THE
GEORGE
WASHINGTON
UNIVERSITY

Washington, D.C. 20052 / Faculty Senate / (202) 676-7198

MEMORANDUM

October 7, 1991

TO: Stephen J. Trachtenberg
President

FROM: William B. Griffith, Chair *W B Griffith*
Executive Committee of the Faculty Senate

RE: Recommendation of the Faculty Senate on the Proposed Merger
of the College and Graduate School of Arts and Sciences

. At its meeting on September 27, 1991, the Executive Committee of the Faculty Senate took note that it had received no requests from members of the Senate or from members of faculties outside the Arts and Sciences, whose faculties have already voted heavily to approve the merger, that this recommended restructuring be placed on the agenda of the full Faculty Senate for debate. The Executive Committee further noted its written advice to the Senate and faculties in distributing the merger proposal, that if no desire to consider further the merger were heard by September 27th, then to expedite Board consideration the Executive Committee would act forthwith for the Senate.

Therefore, in accordance with the Faculty Code, Art. IX.A., the Executive Committee, on behalf of the Faculty Senate, endorses the proposed merger, already approved by the faculties concerned, of the College and Graduate School of Arts and Sciences. In doing so, we take cognizance of an apparent broad agreement that this restructuring could contribute significantly to more effective unified leadership, and more efficient collaborative use of resources, in the Arts and Sciences.

In addition, we offer our commendation to you, Vice President French, and Dean Kenny for the thoughtful and open process which was followed from the start in the development of this restructuring. No doubt the carefulness of the process contributed significantly to the large measure of consensus that this proposal has garnered.

cc: Vice President French
Dean Kenny
Executive Committee



INTERDEPARTMENTAL MEMORANDUM

Date: September 26, 1991

To: Professors Garriss, Lobuts, and Morgan
Deans Friedenthal, Keimowitz and Kenny

From: Roderick S. French
Vice President for Academic Affairs

Re: Periodic Evaluation of Continuing Faculty

Thank you for agreeing to serve as a joint Task Force of the Council of Deans and the Faculty Senate to explore this topic, and particularly to Dean Kenny who has consented to serve as convener. The establishment of this Task Force as a collaborative project arises in the following context, which gives shape to its mission.

A number of developments both in our profession generally and on this particular campus would appear to make it timely to explore the wisdom of establishing guidelines and criteria for formal, periodic reviews of faculty performance which would provide more adequate support and guidance for continuing faculty. For example, the Faculty Senate in several resolutions and reports has expressed concern for improving the counsel provided faculty, outside of the review process for promotion and tenure, as to the satisfactoriness of their current level of performance, and especially for improving support in identifying appropriate opportunities and goals in mid and late-career. Similarly, the Council of deans has remarked the tensions arising for many faculty from today's longer periods of service after promotion and tenure, combined with rapidly evolving fields of knowledge and instructional technologies.

Also, both nationally and locally, there has been increased interest in examining how individual faculty members allocate their time among teaching, research, and service obligations in a given semester (e.g. the forthcoming Coates-Garriss Report). At the same time, we know that some schools are actively discussing the concept of flexible, individual "contracts" between faculty members and department chairs or deans which would specify an agreed-upon allocation of effort for a specific period of time.

I have therefore proposed to the Faculty Senate the establishment of this joint Task Force, the fundamental aim of which, let me stress, is to provide feedback and help with continued faculty development, and not to threaten or undermine our system of appointments with continuing tenure. The Executive Committee of

the Faculty Senate agreed to cooperate by nominating faculty representatives to serve on the Task Force, and asked that Professor Griffith collaborate with me in drafting this charge, which he has done.

As to the specifics of your charge, in the first instance we are asking you simply to explore the terrain on this issue. (In that connection, we have attached a couple of examples of the growing literature on the subject.) Would it be reasonable to ask you to tell us before the end of this semester whether you believe it would be a positive step to introduce regular, systematic reviews of continuing faculty? If your response is a provisional yes, could you please go on to sketch out some broad guidelines for the design of same. What should be its periodicity? Should peers from outside the department be involved? What would be the role of the department chair and/or dean? What should be the various possible outcomes of such reviews?--More elaboration is not required for a group as experienced as the six of you!

RSF/crm

cc: President Trachtenberg
Senate Executive Committee
Council of Deans

NOTE: Copies of the attachments referred to in this memorandum are available in the Office of the Vice President for Academic Affairs.

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

The Faculty Senate

September 30, 1991

The Faculty Senate will meet on Friday, October 11, 1991, at 2:10 p.m., in Lisner Hall 603.

AGENDA

1. Call to order
2. Approval of the minutes of the regular meeting of September 13, 1991
3. Resolutions:

A RESOLUTION TO PERMIT FACULTY TO REVIEW THEIR ANNUAL REPORTS (91/2); Professor Peter P. Hill, Chair, Appointment, Salary and Promotion Policies Committee (Resolution 91/2 attached)
4. Report of the Special Committee to Study the Structure and Functioning of the Faculty Senate, together with Response of the President; Professor Mary M. Cheh, member of the Special Committee (Report of the Special Committee and Response of the President attached)

(a) Recommendations of the Executive Committee of the Faculty Senate with respect to certain recommendations of the Report of the Special Committee and Response of the President:
 - (1) A RESOLUTION TO IMPLEMENT RECOMMENDATION 8 ON THE USE OF FACULTY ON ADMINISTRATIVE COMMITTEES, SUBCOMMITTEES, TASK FORCES AND WORKING GROUPS (91/3) with Report; Professor Garris (Resolution 91/3 and Report attached)
 - (2) A RESOLUTION TO IMPLEMENT RECOMMENDATION 15 TO ESTABLISH A JOINT FACULTY-ADMINISTRATION COMMITTEE TO EXPLORE WAYS TO IMPROVE THE FLOW OF INFORMATION WITHIN THE UNIVERSITY COMMUNITY (91/4); Professor Divita (Resolution 91/4 attached)
 - (3) Recommendations on Nos. 6,9,11, and 12; Professor Griffith (recommendations attached)
5. Introduction of Resolutions
6. Report by Walter M. Bortz, Vice President for Information and Administrative Services, on "Total Quality Management" project

7. General Business:

- (a) Nomination for election of faculty member to the Special Committee on Northern Virginia Campus as a replacement for Professor Spanogle (Sabb.Lv.AY91-92)
- (b) Nomination for election of students to Faculty Senate Committees
- (c) Report of the Executive Committee; Professor Griffith, Chair

8. Brief Statements

9. Adjournment

A handwritten signature in black ink, reading "J. Matthew Gaglione". The signature is written in a cursive, flowing style with a large initial "J" and "M".

J. Matthew Gaglione
Secretary

[Any inquiries about this resolution should be directed to Professor Hill, Chair, ASPP Committee, Ext. 4-6761]

A RESOLUTION TO PERMIT FACULTY TO REVIEW THEIR ANNUAL REPORTS
(91/2)

WHEREAS, fairness and good policy suggest that Faculty be permitted to review and comment on statements which chairs and/or deans append to their annual reports; NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

(1) That, beginning in the fall semester of 1992, the Vice President for Academic Affairs designate a two-week period during which Faculty have the opportunity to review and, if they wish, to respond in writing to comments which chairs and/or deans have appended to their annual reports; and

(2) That an entry be added to the annual report form, to wit:

"I have read the comments on my annual report
and understand that, if I choose, I may provide
additional comments."

and;

(3) That written responses be forwarded through the chair and/or dean, together with the annual report, to the Vice President for Academic Affairs, by the end of the two-week response period.

Committee on Appointment, Salary and Promotion
Policies (including Fringe Benefits)
September 23, 1991

[Any inquiries about this Report should be directed to Professor Manheim, Chair, Special Committee to Study the Structure and Functioning of the Faculty Senate, Ext. 4-9015]

Special Committee to Study the Structure and Functioning of the Faculty Senate

Report

Submitted March 22, 1991

On October 12, 1990, the Faculty Senate adopted Resolution 90/6 establishing a five-member committee to examine Senate structures and functions, particularly as they pertain to the Senate's relationship with the University administration and to the Senate's effectiveness in developing and representing faculty views. The committee was convened by Professor Mary Cheh, and was subsequently chaired by Professor Jarol Manheim. Other members included Professors Victor Cohn, Rodney Eldridge, and Walter Kahn.

The committee was charged with five tasks. These included: (1) to review the existing formal and informal relationships between the Faculty Senate and the administrative officers of the University, including the academic deans, both with respect to participation in meetings of the Faculty Senate and with respect to serving on standing and special committees of the Senate; (2) to study the ways in which the Faculty Senate communicates with the faculty and administration, both in gathering information about issues of concern and in informing the faculty and others as to actions taken and issues under study; (3) to review the existing role of the faculty in the budgeting and planning process, both at the University and school levels; (4) to inquire into the relationship between the Faculty Senate and the Board of Trustees; and (5) to report its findings to the Senate together with any recommendations for changes that might strengthen the efficiency and effectiveness with which the Senate carries out its assigned functions under the *Faculty Organization Plan*.

To address these responsibilities, the committee assigned to each member responsibility for one area of inquiry from among the following: the structure and functioning of the Council of Deans, the organization and decision-making patterns of the President's senior staff, the relationship of the faculty with the Board of Trustees, the role of faculty on administrative and Faculty Senate committees, and the uses and limitations of Faculty Senate policy initiatives. In each instance, the committee met to frame questions and lines of inquiry, and to identify prospective sources of information. Individual members then interviewed persons in the University community who were able to offer insights into the particular issues in each area. Finally, the committee reconvened to receive reports on the data thus gathered, to relate these items with other observations, and to frame recommendations for modifications in existing patterns of behavior where that seemed warranted.

Among those interviewed by one or more members of the committee were Board of Trustees Chairman Oliver Carr and other Board members; President Stephen Joel Trachtenberg; Vice Presidents Walter M. Bortz, Robert Chernak, and Roderick S. French; Associate Vice President Anthony Coates; Faculty Senate Executive Committee Chair William Griffith; and a number of members of the faculty, including current and former officers and members of the Faculty Senate. Committee members also reviewed and considered a number of printed materials including, but not limited to, the minutes of the Faculty Senate, specialized newsletters, and policy memoranda which are distributed to the faculty, staff, and administrators.

In the limited time available for its activities, the committee was unable to conduct a thorough, separate review of budgeting and planning processes, especially at the level of individual schools.

The Senate's charge to the committee took as its starting point two key assumptions: first, that effective communication among the constituent elements of the University community is essential to the achievement of success across the full range of institutional objectives, and second, that internal communication at the University is not, in fact, as effective as it might be. The Senate's goal, as the committee understood it, was to enhance the role and influence of the faculty as a constituent of the University community through improved communication, but to do so in a manner that would serve the University's larger need to develop and sustain unified responses to the challenges of operating in today's uniquely difficult environment. In conducting its audit of internal communications at the University, the committee attempted to address both of these concerns.

Overview of Findings

Put most succinctly, we found evidence that there exists at the University a recognition gap -- or really, a series of such gaps. On the one hand, both faculty and administrators value positively one another's contributions to the well-being and progress of the University, and value equally positively the concepts of administrative responsiveness and meaningful faculty participation in decision-making. On the other, neither group perceives fully the value that the other places on its performance or appreciates how its own patterns of behavior might diminish rather than enhance the partnership that all agree is essential.

Faculty members and their representatives told us, for example, that they often did not know of actions the administration was contemplating until these were accomplished facts, and that, at best, they were generally forced to react to fully-developed proposals rather than being involved in the initial stages of policy formulation. They suggested that faculty expertise was inadequately tapped by administrative decision-makers. For their part, some administrators told us that faculty committees were so compartmentalized and faculty representatives in place for such short periods that they (the administrators) found it difficult to solicit meaningful advice. They suggested that the faculty, and particularly the Senate, are too often sources of delay, and generally impede the University's ability to implement in a timely manner critical changes to policy and procedures.

At the same time, however, faculty members expressed satisfaction with the style or degree of consultation in some policy areas or on the part of certain administrators. And administrators expressed their satisfaction with the great willingness of faculty members to participate in University decision-making. Both faculty and administrators agreed on the appropriateness of faculty involvement in such decision-making, and on the value of openness and effective communication.

In sum, virtually all parties agreed on the need for, and the validity of, effective cooperation between faculty and administration in the framing and implementation of University policies. And, virtually all parties expressed some frustration that *effective* cooperation has not been fully achieved at the University today. At the operational, as opposed to the philosophical, level, then, we see the principal task of this committee as finding mechanisms through which the

Faculty Senate and others might enhance their communication practices. We hope this will permit both sides to tap what we found to be a reservoir of good will and high expectation.

In the balance of this report, the committee offers a summary of its observations regarding communication and other relationships among various constituent elements of the University community. These observations are accompanied in many instances with either general or specific recommendations for changes in policy or practice.

Faculty Relationship with the Board of Trustees

As is the case at most universities, the University President is the individual with direct responsibility for reporting to the Board of Trustees of The George Washington University on matters of concern to the faculty. The committee believes this is an appropriate model, and our additional views on the matter should not be interpreted as suggesting otherwise. Having said that, however, we also believe it to be the case that members of the Board, in their role as stewards of the institution's welfare, might benefit significantly from having additional access to representative faculty viewpoints. We believe this because the faculty is the University constituency that is charged most directly with implementing University policies and is, as well, the constituency most strategically placed to gather information -- from students, professional associations, colleagues at other institutions, and the like -- about the environment in which the University operates. While the President must be the authoritative voice of the University on policy matters, we believe that a more direct faculty voice can provide vital intelligence to the Board in these other areas. We believe further that, given the exigencies of the current demographic and economic setting, the active engagement of the faculty in Board-level decision-making through a representative process will, by making clear the centrality of faculty concerns to the institution at all levels, help the University to speak to its external audiences with a unified voice.

We also believe that representative faculty participation at this level will help members of the Board better to understand the nature of GW, and of universities generally, and will, in that way, assist the Board in fulfilling its responsibilities. Most university Board members are persons drawn from the business community, and especially from large corporations. Their experience with respect to administrative structures and employer-employee relations is enlightened by that experience. Members of a university faculty, however, tend to see themselves less as employees, per se, than as independent contractors who provide professional services to the university. At the same time, most academics subscribe to a view in which a university is literally defined by the talents and interests of its faculty. As a result, faculty members have dual expectations. First, they expect someone else -- the administration -- to maintain the institutional infrastructure as a matter of course. Second, they expect those same administrators to adjust that infrastructure to meet needs that the faculty may define. In essence, then, the employees see themselves as superior in status and motivation to those who are, effectively, their employers. We believe that, through systematic representative contact between members of the Board and members of the faculty, each group will come to appreciate the perspectives of the other, and that the sense of common purpose at the University will be improved as a result.

In recent years, a number of university Boards of Trustees have moved to increase the flow of information between Board members and the faculty, presumably with these or similar considerations in mind. Many Boards routinely invite Faculty Senate officers to attend their

general meetings and to participate in meetings of their several committees. We have even encountered the novel suggestion that members of the Board of Trustees might serve in an ex officio capacity on a Faculty Senate. A number of Boards provide for a non-voting faculty representative, typically the Faculty Senate President, to serve as a Board member. A perceived advantage of this latter approach is that it permits the faculty member in question to provide the Board with relevant information or insights without first having been expressly invited to do so. Such a faculty member is unlikely to play a dominant role in any Board discussion, but is, in fact, likely to have a better sense than would other Board members of where in such a discussion he or she has information of substance to contribute regarding the faculty perspective.

At this University, there is some representation of the Senate and its committees on committees of the Board of Trustees. The Chair of the Executive Committee, for example, participates in the deliberations of the Academic Affairs Committee of the Board. There is not, however, any faculty representation on the Board of Trustees itself.

Recommendation

- R.1► We recommend that the Board of Trustees extend membership to one non-voting representative of the faculty, and that this position be filled ex officio by the Chair of the Faculty Senate Executive Committee. It is our judgment that this action will place on the Board the one faculty member who is best integrated into the general flow of information at the University and who is, by virtue of her or his position, a legitimized spokesperson for the faculty. This recommendation is in no sense meant to replace or substitute for existing contacts between the Faculty Senate and the Board of Trustees.

Faculty Relationship with the Senior Administrative Staff

The senior administrative staff of the University consists of the Vice Presidents (Waller M. Bortz, Information and Administrative Services; Robert A. Chernak, Student and Academic Support Services; Roderick S. French, Academic Affairs; Louis H. Katz, Financial Affairs; and Michael J. Worth, Development and Alumni Affairs) and the Special Assistant to the President (Susan B. Kaplan). This group meets with the President once each week. On the first week of each month, the meeting is extended to include the Deans of the schools plus the Associate Vice President for Academic Affairs and Research (Coates), the Assistant Vice President for Academic Affairs and University Librarian (Rogers), and the Dean of the Division of Continuing Education (Smith). These meetings typically run three to four hours in length, and serve primarily to facilitate an exchange of information among the various components of the University.

While no faculty member is invited to attend these meetings, administrators who do participate generally feel that they have a good sense of faculty interests as expressed by the Chair of the Senate Executive Committee or through Faculty Senate resolutions. In addition, when areas of responsibility are assigned at the meetings, the Vice Presidents and Deans involve Faculty Senate and other ad hoc committees in their decision-making. In a later section of this report, the committee will examine the functioning of these committees, with particular emphasis on their correspondence with the spheres of responsibility of the various Vice Presidents.

The University has recently undergone a significant change in personnel among the senior administrative staff, as well as a change in administrative style. After a period of

adjustment on the part of both faculty and administrators, both groups appear to be developing a better understanding of their respective needs and interests. Still, it is not clear, from the faculty perspective, precisely where the lines of authority over specific University functions run, and, as a result, it is difficult at times for interested faculty to know either to whom in the administration they might offer help or advice, or whom in the administration they should hold responsible for specific decisions.

Recommendations

- R.2> To facilitate the exchange of information, a member of the Faculty Senate Executive Committee should be invited to meetings of the senior administrative staff, and should be free to participate in all business conducted at the meetings except that relating to personnel or to specific budget allocations.
- R.3> The University should publish an up-to-date organization chart showing the inter-relationships and lines of authority among all administrative units. The organizational plan should be sufficiently specific as to make clear the loci of responsibility for all classes of University endeavor, and should, specifically, define the role of the Council of Deans (as discussed below).

Faculty Relationship with the Council of Deans

The Council of Deans is comprised of the nine Deans of the University (eight schools and the Division of Continuing Education). The Deans meet regularly with the University Vice Presidents and the President. They are part of the University's management team, and are engaged collectively in helping to run the institution.

The Council of Deans has no formal standing as such. That is, the Council is not listed as part of any official organization chart or recognized in the faculty organization plan. It came into being some years ago during the tenure of Harold Bright as Vice President for Academic Affairs. Under his administration, the Deans apparently met irregularly and often without a specific agenda.

To better understand the present role of this body, it is useful to compare current and past practice. Under President Elliott and Vice President Bright, the University operated in a much more decentralized manner. The Deans ran their respective schools, and worked with the central administration individually. The agenda and goals of the Academic Vice President (to whom all Deans officially report) evolved up from the separate units. Each Dean was keen to watch over his or her unit, but each had little or no incentive to take an interest in collective decision-making. Because the University's vice presidencies operate along functional lines, there was effectively no management entity that served as a continuing body for overview, correlation of activities, and comprehensive decision-making for the whole University.

Sometime in the 1980s, the University, operating primarily through the current Academic Vice President, Roderick French, began to change these practices -- change welcomed and encouraged by the current President. The shift has been from a decentralized to a more centralized administration, and Deans are now expected to operate collectively as well as to administer their own schools. Since 1984, there has been a complete turnover of Deans, and

each new Dean has been recruited with the understanding that he or she would function, not only as a Dean, but also as part of a management team running the University. All current Deans have "grown up" in the new culture. The new role for the Deans complements other centralizing reforms such as the regular meeting of all Vice Presidents.

The Council of Deans meets three times a month. One of these is the joint meeting with the President and senior staff which we noted earlier. In addition, the Council holds one formal session of its own, and a second, less formal, brown-bag affair. The issues taken up at these meetings arise in different ways. Some simply percolate up through the schools or the faculty, some are ideas or plans under consideration by the central administration, some are simple administrative initiatives, and some arise from concerns of the Faculty Senate. The Council of Deans has considered issues such as a single Spring Commencement, the matter of faculty titles, a conflict of interest policy, and new approaches to graduate enrollment.

The Council tends not to take formal votes, nor does it have standing, as such, to do so. Rather, it operates through consensus, and decisions agreed upon in consultation with the Vice Presidents and the President are implemented according to the nature of the subject matter. If a matter is strictly administrative, it will simply be adopted administratively. Such was the case, for example, with new rules governing student enrollment in consortium institutions. If more formal action is necessary -- such as Board of Trustees action -- that will be pursued through an appropriate Vice President's office.

The Council of Deans operates through subcommittees assigned to focus on particular matters. Typically, there are about six such working groups functioning at one time. For example, one group might be working on the English language requirement for foreign students, or on uniformity in summer sessions, or plans for the Northern Virginia campus, or use and compensation of part-time faculty, or the establishment of a University teaching center.

The Council has come to play an important role in the budgetary process and long-term planning for the University. In years past, it was apparent that there existed no collective way of building a budget. Now, the Academic Vice President has asked the Deans to operate on the assumption of an expanding budget and annually to prepare a roster of major needs for new funding. These needs are justified and ranked by each Dean. The Deans then meet, and look at one another's lists. After collective discussion and critique, the Vice President then ranks all of the requests and provides a rationale. This may lead to decisions to phase out certain programs or to phase in new initiatives.

In terms of long-range planning, the Deans are part of a new exercise, begun about a year ago, of mandatory academic program review every five years. At the end of each five-year review, the Deans and the Academic Vice President will agree on a distribution or a redistribution of resources as appropriate. Some programs will be given a high priority, while others will be put on hold, reduced, or phased out. For example, this process is likely to lead to a one-third reduction in the number of doctoral programs over the next few years.

Since the Council of Deans operates through issue-specific subcommittees, and since some of the issues it addresses touch matters of direct concern to the faculty, the Council has, from time to time, called upon the faculty to participate in its work. On occasion, the Academic Vice President's office has requested that the Faculty Senate appoint a member of the faculty

to help work through a subject area, or, if there existed a specific Senate committee related to the subject matter, the Vice President may have asked the Senate to name a liaison from that committee to work with a Council subcommittee. However, not all faculty participation has been arranged through the Faculty Senate. As ad hoc committees have been created to study particular issues, faculty representation, if any, has sometimes consisted of a faculty member chosen by the administration. This raises questions of legitimacy and accountability that will be addressed later in this report. Faculty Senate involvement has also been limited by a tendency to involve faculty only in the final stages of policy formulation rather than from the outset. In such circumstances, the Senate's role is necessarily reactive.

The Council does not report to the faculty, and there exists no official mechanism for its doing so. Individual Deans may report specific and relevant matters to their respective faculties, and may informally solicit their views on certain issues, but the flow of information from the Council to the faculty -- like faculty involvement generally -- is largely haphazard and is divorced from the Faculty Senate.

Recommendation

- R.4► In the interests of assuring that faculty views are represented early in its various deliberations and that its views and actions are clearly communicated to the faculty, the Council of Deans should be expanded to include one representative of the Faculty Senate, who shall be responsible for liaison between the Senate and the Council.
- R.5► The Council of Deans should continue and, where appropriate, expand its efforts to involve faculty in the activities of its subcommittees. For reasons to be discussed below, all faculty appointments to these subcommittees should be made in consultation with the Executive Committee of the Faculty Senate.

Faculty Participation on Administrative, Faculty Senate, and Ad Hoc Committees, Advisory Boards, and Working Groups

Committees are established at a university for a variety of purposes, central among which are the identification of general classes of problems and opportunities that present themselves in the daily course of institutional business, the generation of policies to address these problems and opportunities, and, importantly, the involvement of faculty in the framing of these various policies. Faculty involvement is important because it is an inherent component of the academic culture, but also because the faculty can bring to bear on many issues a wealth of special expertise which can enhance university decision-making, because faculty participation legitimizes the decisions which such a process produces, and because, more often than not, the members of the faculty will be on the front line in implementing the policies that are adopted and in experiencing their consequences.

This traditional role of the faculty must be understood today in the context of the extraordinary stresses that confront institutions of higher education generally, and The George Washington University in particular. On the one hand, this means that the faculty must be especially prepared to assist the University in an active and timely manner. On the other, it means that the administration must recognize the need to draw the faculty into the decision-making process so that the University presents a unified face to an adversarial world.

The issues before the University are increasingly complex, and both faculty and administrators must take broadly integrative approaches to addressing them. Appropriate university strategies and actions may cross the boundaries of traditional committee structures, and may require different combinations of expertise than those that have proven adequate in the past.

The committee structure in place at the University encompasses three levels or types of participation. These include (1) administrative committees, (2) standing and special committees of the Faculty Senate, and (3) a variety of ad hoc task forces, committees, and working groups. *Administrative committees* are those established by the administration which include faculty representatives. They include the following:

- Advisory Committee for the Smith Center
- Committee on Campus Security
- Committee on the Judicial System
- Committee on Sponsored Research
- Committee on Student Publications
- Committee on University Bookstore
- Committee on University Parking
- GW Forum*
- Joint Committee on Faculty and Students
- Marvin Center Governing Board
- Marvin Center Program Board
- Panel for Student Grievance Review Committees
- University Hearing Board

The *Faculty Senate committees* are of two types. *Standing committees* include:

- Administrative Matters as They Affect the Faculty
- Appointment, Salary and Promotion Policies
- Athletics and Recreation
- Educational and Admissions Policy
- Fiscal Planning and Budgeting
- Dispute Resolution Committee
- Honors and Academic Convocations
- Libraries
- Physical Facilities
- Professional Ethics and Academic Freedom
- Research
- Student Financial Aid
- University Development and Resources
- University and Urban Affairs

Some of these address matters of specific faculty responsibility (e.g., the Committee on Appointment, Salary and Promotion Policies), while others appear to parallel administrative functions of the University (e.g., Committee on Research). In addition, the Senate has, from time to time, established *special committees* to address particular issues. The Special Committee to Study the Structure and Function of the Faculty Senate offers a case in point.

In addition to these two sets of formal advisory, consultative, or policy-making groups, a number of University administrators consult with the faculty through less regular structures which include task forces, committees, and less formal working groups gathered to address either specific issues or general problem areas. Because of the fugitive nature of some of these groupings, it is not possible to offer with confidence an inventory of those currently or recently in operation. Examples range from the Budget Advisory Team or the CCAS/GSAS Self-Study Committee to much smaller working groups like that which received reports from University's marketing consultants.

In our view, faculty members are encouraged to participate on these various committees and quasi-committees at all levels, and administrators do, for the most part, take seriously their obligation to consult with the faculty. Based on conversations with both administrators and faculty leaders, however, it appears to the committee that the role and influence of faculty members on these groups is neither consistent nor, in some cases, clearly delineated, and that their recruitment is often idiosyncratic and dependent on the personal networks of those who select them. This is especially the case with respect to the less formal groups that are selected by individual administrators to address particular problems or issue areas. Moreover, it is widely perceived among the faculty that the administration is relying increasingly on these less formal structures at the expense of their formal counterparts, perhaps precisely because they provide a means to circumvent the potential influence of the Faculty Senate.

The objective of administrators in making these selections appears to be applying the talents of faculty members with relevant expertise, but principally of those whom they know to be, in one or another sense, "responsible." This is not in itself an undesirable goal, but the selection process produces faculty involvement in decision-making which has neither the legitimizing value of faculty-based selection (as through the Senate), nor the corollary benefit of enhancing the stake of the larger faculty in any decisions that are rendered by providing for the formal reporting and feedback processes that an effective Senate-based selection might entail. Faculty members who serve on such committees without benefit of Senatorial endorsement or contact have neither the authority to speak as "representatives" of the faculty (though they are nevertheless called upon to do so), nor any apparent mechanism by which to keep a defined faculty constituency apprised of their efforts or ground their actions in faculty approbation. As a result, decision-making in such groups may be more efficient than might otherwise be the case, but it may be deficient in its effectiveness broadly defined.

In part, the source of this pattern of representation without responsibility lies with the administration, which has not systematically structured its consultations with the faculty with due attention to the issues raised here. But in significant measure it traces as well to the organization and practices of the Senate, which, through delay and duplication, can have the effect -- or at the least, can give the appearance -- of limiting the University's ability to move expeditiously to address problems that confront it.

The relationship between a faculty and an administration inevitably entails a balancing of deliberation with action, of institutional conservatism with change, and of the traditional adversarial character of faculty-administration relations. These issues are of particular salience in the structuring and use of committees since such groups represent the coming together of potentially divergent interests at what is typically, in operational terms, a level of genuine decision-making.

Recommendations

- R.6►** We recommend that the entire committee structure as currently constituted be scrapped. In its place, we recommend the establishment of two kinds of standing committees. One would include Faculty Senate committees comprised entirely of faculty. These committees would address matters of direct faculty responsibility, and would include the Committees on Appointment, Salary and Promotion Policies; Dispute Resolution; and Professional Ethics and Academic Freedom. We do not recommend changes in the structure of these committees.

The second would be joint faculty-administration committees, comprised of faculty and administrators, whose collective jurisdiction would include all matters related to University administration and policy. These committees would be drawn along functional lines that correspond to the administrative responsibilities of the respective Vice Presidents. This will necessarily mean a reduction in the number of committees, a consolidation of certain committee responsibilities, and a commitment to a general and integrative approach to the formulation of University policy. The Vice Presidents should work with the Senate in delineating the areas of responsibility of the respective committees and in agreeing upon their structures. These joint committees might be co-chaired by a Senator and the appropriate officer of the University. Faculty representatives on these committees should be elected by the Senate for rotating terms of three years.

We make no recommendation with respect to the continued use of ad hoc committees and working groups, except to incorporate them in Recommendation 8 below.

- R.7►** Where committees are to be chaired or, as may be the case in a revised committee structure, co-chaired by Senators, the terms of such Senators as committee chairs or co-chairs should be three years, and such Senators should not be permitted to succeed themselves. In the first instance, this requirement will provide for the development of background knowledge, institutional memory, and continuity on the part of the chair, thereby enhancing both the Senate's ability to guide committee action through its appointees and the Vice Presidents' ability meaningfully to involve the various chairs in decision-making. In the second instance, it assures that access to the diverse administrative functions will remain open to a variety of representatives and points of view.
- R.8►** No faculty members should be appointed by a University administrator to any committee (including all ad hoc committees and working groups), or to any liaison function, without consultation with the Faculty Senate Executive Committee. All faculty members appointed to committees assume an affirmative obligation to report to the Faculty Senate on a regular basis on the activities of their respective committees. The Senate should publicize more regularly and more effectively the names of faculty members serving on committees, and the Senate and the administration should both publicize more regularly and more effectively the functions of the various committees and their current activities.
- R.9►** The Faculty Senate should place on its agenda toward the beginning of every meeting a reporting period during which the Senators serving on the various committees are expected to report on any committee activity during the period since the last Senate

meeting. Typically, these reports may be quite brief, but when occasion merits, they may be used to alert the Senate to important actions that are being considered at an earlier stage of the decision-making process than is sometimes the case. While such regular reporting can keep the faculty advised of pending initiatives, it is also to be taken as an enhancement of the participation of the faculty in any policies that emerge. Thus, the Senate as a collectivity must accept the responsibility for keeping itself informed on matters before the University, and must convey a sense of this responsibility to its representatives on the various committees.

The Faculty Senate Executive Committee and Faculty Senate Initiatives

Much of the daily business of the Faculty Senate is performed by the Senate Executive Committee and its Chair. The Executive Committee includes seven faculty members of the Senate representing seven schools (ESIA and GSAS alternate membership), and the University President. The Executive Committee and its Chair are elected by the Senate.

The faculty members of the Executive Committee typically meet informally at the beginning of each academic year to develop an agenda for the year. During the year, the full committee (including the President) then meets monthly some two weeks before each Senate meeting. This meeting is limited to two hours. An additional meeting may be scheduled to attend to unfinished business. The President seldom attends these added sessions. Another member of the administration attends only when the agenda includes an item of particular concern. At its meetings, the Executive Committee exchanges views on pending issues, and constructs the agenda for the coming Senate meeting. The meetings are regarded by faculty who have participated as cooperative and constructive in tone, though the effectiveness of the committee is dependent upon the President's willingness to bring issues before it and on the members' alertness to issues of moment to the faculty.

In addition, the Executive Committee channels complaints and suggestions about University policies to appropriate committees for possible action, and monitors the activities of these other committees. Committee chairs are often invited to meet with the Executive Committee, especially when they are about to bring resolutions forward for Senate consideration.

The Faculty Senate exercises its influence in two ways. First, by drawing attention to matters of concern, shaping the discussion of those that are already before the community, and reacting to administration initiatives, the Senate, led by the Chair of the Executive Committee, contributes *informally* to policy-related dialogue at the University. Second, through its action on resolutions, the Senate serves a more formal legislative function.

A survey of Faculty Senate resolutions adopted over the past five years yields a rough categorization into five classes: "housekeeping," ceremonial, faculty and staff benefits, faculty governance, and student affairs. The latter three categories are probably most indicative of the areas of substantive, long-term faculty concerns. If, as is generally accepted, the faculty should have a voice in University affairs, it is principally in these areas that its voice is likely to be heard.

Two issues emerge from the committee's review of recent Senate resolutions. First, some Senators expressed concern that the Senate has a difficult time following up on it

resolutions once adopted. Some of these seem simply to disappear from view. Second, neither the Senate nor, it appears to some, the University looks systematically at the impact of certain policy actions on the full range of University interests. Rather, policies tend to be viewed in a degree of isolation.

In general, we believe that the administration, and especially the University President, does make a good faith effort to consult with the faculty through the Faculty Senate, and to respond to concerns expressed by the faculty in that forum and elsewhere. Because of the time and other pressures that operate on senior administrative officers, however, and because, for all of their good efforts, it is not always possible for them to anticipate areas or specific aspects of faculty interest or concern, we believe that the communal interests of the University would be well served through the establishment of certain legislative devices designed to encourage a two-way exchange of views. Some persons have suggested that the Senate -- employing the congressional model -- conduct investigative and other "hearings" on issues of concern. Although such a strategy may be appropriate for specific issues or in addressing unusually charged situations, we reject that suggestion as a general solution on the grounds that such hearings have the immediate potential to assume an adversarial character which may well prove detrimental to the spirit of cooperative effort which we seek to foster. Rather, we suggest reform based on the recommendations below.

Finally, we believe that the Senate must attend somewhat to its relationship, not only with the administration, but with its faculty constituency. If they are to speak authoritatively for their colleagues, Faculty Senators must undertake systematically to solicit, or at least to be available to receive, faculty opinions. Many Senators accept this responsibility and exercise it conscientiously, albeit informally. We believe that both the image of the Senate and the quality of service it renders would be enhanced with the addition of a minimal requirement that Senators formalize their representative function.

Recommendations

- R.10► While not all Faculty Senate resolutions will be implemented as University policy, it is reasonable of the Senate to expect from the administration a report on the status of all such measures that are adopted. The Senate should adopt a standard clause to accompany all appropriate resolutions (ceremonial items, among others, might be excluded) specifying a reasonable date certain at which the resolution, if adopted, will reappear on the Senate agenda for a report by the administration on its implementation. The administration should be expected to comply with this reporting requirement. If a report is not forthcoming on the specified date, the item should remain on the agenda of all subsequent Senate meetings until such a report has been presented.
- R.11► The Senate should invite the President and the Vice Presidents of the University to present orally an annual report on issues and activity within their respective units or areas of responsibility, including past actions that have been taken and future initiatives that are contemplated.
- R.12► The Senate should formalize, and the administrative officers of the University should participate in, a formal Question Period at each Senate meeting, a specified period of time, perhaps fifteen minutes, during which Senators may address questions to the

President, the Vice Presidents, and others. The Question Period should be included as a specific agenda item for all Faculty Senate meetings.

- R.13> The names, office addresses, telephone extensions, and BITNET addresses of all Senators should be publicized.
- R.14> As part of the regular agendas for their meetings, the faculties of each school should receive reports from their respective representatives on the Faculty Senate.

Improving the Flow of Information

While focusing its attention on the specific components of the University's policy-making process noted above, the committee observed as well a structural weakness in the flow of information within the University community, and in the mechanisms for soliciting opinion and exchanging views. This is manifested in a variety of ways, but principally takes the form of a low level of knowledge among members of the community regarding policy proposals and other items or events of moment, and of the absence of a forum for the expression of opinion and, one hopes, the development of consensus on broad University initiatives.

The University publishes several specialized newsletters (e.g., *Connect*) to apprise faculty and staff of unit-level activities, and, from time to time, circulates general distribution memoranda on policy changes. Even in the aggregate, however, these media do not adequately meet the informational needs of the community. Indeed, even department chairs and other mid-level administrators of academic programs report that they are often "out of the loop" on such vital matters as budgeting and policy-making. Not only does this present a "problem" that must be addressed, but it represents as well some unknown number of missed opportunities. The University is operating in a very challenging environment, and must find ways of innovating if it is to survive and prosper. We believe there are academic and other units around the University which are developing successful strategies for this purpose. Yet the University offers no forum in which the experiences of those units can be shared, nor even where the alternative strategies can be explored.

Recommendation

- R.15> The University should eliminate, or at least curtail significantly, the publication of specialized newsletters, calendars, and other circulars intended for the general internal audience. In their stead, the Office of University Relations should publish a biweekly tabloid newspaper for faculty and staff. This publication could be supported in part by advertising if necessary. Included would be news of interest to faculty, administrators, and staff, e.g., on departmental activities, faculty accomplishments, innovative ideas, insurance plans and benefits, and other such items. Meetings of the Faculty Senate and such other bodies as may be appropriate (e.g., the Board of Trustees and the Senate/administrative committees) should be reported as news stories. The President and the Chair of the Faculty Senate Executive Committee, or their designees, should each write a regular column for the newspaper highlighting relevant activities or concerns. In addition, the newspaper should maintain an active "letters" column through which other members of the University community may express themselves.

Submission of the Report

The Special Committee to Study the Structure and Functioning of the Faculty Senate hereby submits its report for consideration.



THE PRESIDENT

July 15, 1991

Professor William B. Griffith
Chairman - Faculty Senate
The George Washington University
Washington, D.C. 20052

Dear Bill:

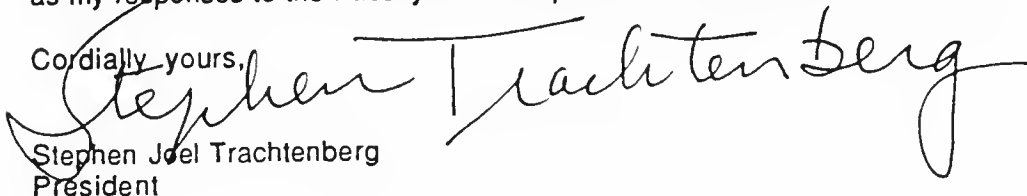
I am pleased to reply to your invitation for observations from me about the report submitted at the end of this Spring Semester to the Faculty Senate from the Special Committee to Study the Structure and Functioning of the Faculty Senate. It is clear that our colleagues were presented with an ambitious charge and obvious that they devoted a good deal of energy and thoughtfulness to fulfilling their responsibility. I congratulate them!

It seems to me best for administration commentary to be brief in addressing what I believe was intended to be an internal Faculty Senate document. But I can tell you that I was inspired by the work of our colleagues to give a great deal of thought to the contemporary environment of higher education in general, to the sociology of The George Washington University in particular and, of course, most precisely, to the points raised in their report.

What you will find attached is the benefit of my reflections on these faculty issues -- external and internal -- which intersect with the University administration and with the Board of Trustees. I celebrate the central theme of the report which calls for the Faculty Senate and the administration, in their respective ways, to enhance the partnership that all agree is essential. I take this opportunity to reaffirm the commitment of my administration to the effective cooperation that is the goal of all of us in this collegial environment and to add my own personal endorsement to the concept of shared governance.

I am going to respond in two ways. I hope you will find of interest the statement of my thoughts about American higher education as it begins academic year 1991-92, as well as my responses to the Faculty Senate Special Committee recommendations.

Cordially yours,



Stephen Joel Trachtenberg
President

SJT/hdi
Attachment

STATEMENT

1. Introductory Thoughts

There were moments in May, June and early July when, as I read the day's newspapers and current magazines, I felt inclined to rub my eyes in disbelief. I suppose that feeling peaked at the time in late June when the municipal government of New York City, in response to a growing litany of complaints from "respectable citizens," began to evict homeless people from some of their previous public haunts while also, for budgetary reasons, shutting down some of the former city-maintained shelters for those same people.

On the night of June 26th, the homeless were evicted from the vicinity of the old Coliseum Building on Columbus Circle, and offered 21 days of shelter elsewhere. Some of those evicted were active members of an "outreach program" through which they tried to help their fellow homeless.

On the morning of the 27th, The New York Times, which hadn't yet reported the scene at the Coliseum, did carry an account of another such "outreach worker" -- whose specialty was providing condoms to male teenage prostitutes at the Port Authority Bus Terminal -- and who "has received a termination notice from the city." And, to make the day complete, the second-lead headline on The Times' front page read: "Housing Earmarked for the Poor / Is Enriching Big Investors Instead."

This was just one single day, in one single city, in an America where standards of living are in decline -- a decline already acknowledged by The Wall Street Journal. And the city was the one known, and increasingly criticized, for the reflexive liberal sentiments of many of its citizens.

It all seemed to me to sum up the Social Darwinism once again rampant across the American mindscape.

It hardly mattered where one looked -- at Supreme Court decisions, or articles in Time and Newsweek, or an average conversation overheard in the Washington Metro. Conflict,

competition and anger -- grim strife and struggle for resources in short supply -- seemed to be the order of the day. That the American murder-rate should have risen dramatically, having been very high to begin with in comparison to the rates prevailing in most other parts of the world, hardly seems surprising!

So, as the summer days and weeks ticked by, and June gave way to July, I found myself asking, over and over again, a question that may also have been preoccupying *you*: "How is American higher education going to cope with an ideological environment so at variance with, and such an apparent 'repudiation' of, the one that sponsored its great postwar expansion?"

- It was one thing, I suppose, to have served as an educator in the America of the later nineteenth century, when Social Darwinism, as mediated by Herbert Spencer and Darwin's other "adapters," represented an economic/ideological "spearhead" of sorts, one tailored to this country's massive processes of "robber baron" industrialization and expansion.

Among other things, Social Darwinist values, as professed by American industrialists and supported, through omission as well as commission, by the federal government, made it possible -- by making it acceptable -- for Native Americans, Hawaiians, Filipinos, Hispanics, persons of African descent, and members of other ethnic groups to be regarded as unfortunate obstacles to progress. After that, what could anyone expect other than that they would be treated accordingly? After all, didn't might make right?

But a return *even* to a related if less completely and overtly contrary outlook after half a century in which precisely opposite values prevailed? *Even* if the "prevailing" was often more a matter of style than substance? And *even* if the return has often been de facto rather than de jure? What would that do to the heart and soul of American higher education at a time when the yearning for a rebirth of "humanism" was in fact on so many American lips?

"Beware of wanting something very much when you are young," Goethe once declared (I quote from memory, Bill), "because you will get it when you are middle-aged." Back in the 1960's, the 1970's and (even!) the 1980's, many Americans wanted to see their

country institute universal prenatal care as well as early infant and child intervention programs, especially in center-city neighborhoods where poverty and family dysfunction went hand in hand. The results, they were convinced, would include an eventual dramatic reduction in the legions of adult Americans needing to be imprisoned or otherwise institutionalized. But some others were unalterably opposed, because any such effort would smack of "socialism."

Today, in a period of national financial crisis such as America has not experienced since the Great Depression, *that* particular logjam has burst. Writing in The Washington Post's "Outlook" section on June 23rd of this year, George F. Will poured out his admiration for Dr. T. Berry Brazelton, "Harvard's Physicist of Childhood" who believes "that the propensity of a child to flourish is established very early," and that the "crucial variable is the child's expectation that the world will be consistently interested, supportive and encouraging." That is exactly what early intervention is meant to achieve.

But, intervention in dysfunctional families, Will noted -- still paraphrasing Brazelton -- "is labor-intensive and hence expensive. It also is intrusive, and violates a cultural value -- the self-sufficiency of the family unit.

That same morning, a Connecticut friend of mine telephoned with the news that, on a drive back to his home in West Hartford from Bradley International Airport, he had listened to Public Radio as "a child advocate with a British accent" pleaded for expansion of the Head Start program, and pointed out that the necessary funds could simply be deducted from the nation's programs for building and maintaining prisons. "And we all know the enthusiasm with which most Americans will greet *that* proposal," my friend observed.

(P.S. The National Commission on Children released its report on June 24th, and recommended a \$1,000-per-child tax credit as a way of encouraging stable, two-parent families. Next day, The Washington Post's story observed that "the lack of a financing mechanism drew a chilly initial reception at the White House." Press secretary Marlin Fitzwater declared: "I think big-ticket items for any purposes are going to have a very tough time being enacted.")

2. And On to Specifics: GW's "Summer Scene"

With such news on center-stage in today's United States, what could be said with regard to higher education and, here at GW, our own mandates and missions? We find ourselves living at a time when even Harvard's bottom-line has turned red, and when the "research biggies" among American universities, almost without exception, are rushing (a) to reduce their faculty rosters and narrow their range of activities, (b) to emphasize undergraduate teaching (which brings in the tuition that in turn helps to make significant research possible), (c) to pick and choose between alternative long-term visions of "what they might be," and (d) above all, to cease even *trying* to be "all things to all men and women," the proud name of *university* notwithstanding!

Here at GW, as the summer progressed, discomfort was mitigated by the fact that September's enrollments were looking reasonably good. Freshman deposits were slightly up over last year -- a real triumph for our admissions staff and their greatly improved programs. On the other hand, transfers, on which we've historically depended for budgetary stability, were looking less certain. September's enrollment could *entirely* allay next year's budgetary anxieties -- or send them soaring!

One sign conducive to hope: the fact that our new alumni, the just-graduated Class of 1991, as well as the students now entering their senior year at GW, have seemed more positive toward the University than anyone -- including me! -- could have anticipated a year or two earlier. And that counts as a great success for you, for me, and for us. (Twice in the course of the spring and early summer, indeed, the GW Hatchet has run editorials actually pointing out some of the good things about the University.)

But what do such bits of "GW good news" amount to when placed against the background of the "nationwide scene"? How long can a single institution, even one as thoroughly admirable and functional as our own, buck a tide of such proportions?

3. Learning to Live with Uncertainty

Among the humbler truisms of the present moment is the statement that as a nation we are experiencing, where higher education is concerned, the most tumultuous times in living memory.

If that statement appears to make no exception of the tumultuous 1960's, then it's probably right not to do so. Back then, after all, the problem confronting faculty members and administrators was *how* to respond to the challenges coming in from "radicalized students," especially those attending college on the East and West Coasts. Today, when the most immediate challenges are economic rather than political, the problem facing individual universities and four-year colleges is to determine *whether a response is possible at all*.

In the later 1960's and the early 1970's, the national economy had been thrown into a "superheated" state by the supply needs of the Vietnam War. Whatever else the academic world might have found worthy of complaint, lack of money wasn't the problem. Today, on the other hand, even economic "optimists," willing to prophesy an eventual financial recovery for the American economy, emphasize how exceedingly slow and uneven it's likely to be.

Thus, what all of us at GW confront as we try to think about our individual futures and our collective future, is a "crystal ball" that's in fact as clouded and uncertain as a summer evening sky, hovering between the possibilities of thunderstorm-with-much-lightning and complete clearing. Those of us who prefer clear, crisp choices in our professional lives -- meaning *most* of us, I think -- are likely to be feeling rather frustrated!

Take, as just one example, a front-page story that appeared on June 26th, in The Chronicle of Higher Education: "30 States Cut Higher-Education Budgets/by an Average of 3.9% in Fiscal 1990-92." The third paragraph of the article, paraphrasing a recently-released survey of 47 states by the American Association of State Colleges and Universities, observed that the budget cuts "have led to double-digit tuition increases and a rise in student fees in many places. Even with the additional tuition revenue, many

institutions have had to reduce library hours and acquisitions, cut budgets for part-time and temporary faculty positions, and defer equipment purchases, among other things."

What does this mean for GW?

From a rather cold-blooded point of view, it is perhaps a slight comfort since it implies that the gap between public and private tuition-levels may be in the process of narrowing. It is also possibly reason for encouragement to the relatively few private universities with large endowments and the means to provide amenities that public universities cannot.

But, for private universities and colleges closer to the norm -- those hard-pressed to keep their own facilities, services and scholarships at a level that potential students and their families can be expected to find acceptable -- the answer is clearly troubling. For one thing, the reduced tax-revenues of so many of the states reflect a stagnant economy that limits the dollars available to those who struggle to pay the tuition and fees that prevail at tuition-driven private universities. For families like that, public universities and colleges will remain an attractive alternative, especially when so many private ones are having to perform stringent and widely publicized cutbacks of their own.

The stresses and strains being experienced by the public universities reflect a much wider loss of support being experienced by all of American higher education, among ordinary citizens as well as their legislative and executive representatives, based on reasons I have discussed above.

For example, another front-page headline in The Chronicle, this one in the June 12th issue, declared: "Reeling From Harsh Attacks, Educators Weigh/How to Respond to 'Politically Correct' Label." The rhetorical format of the opening paragraphs will no doubt be repeated, as the 1990's unfold, with regard to other issues besides "p.c." In a national climate that's now systemically negative where higher education is concerned, other issues are bound to surface -- or to be ferreted out by eager reporters -- as the decade moves along.

"Only a few months ago," The Chronicle's article began, the expression "politically correct" was an inside joke, a way for student and faculty activists to poke fun at their own progressive beliefs. Today the words blaze from the covers of magazines and newspapers, tarring colleges and universities as left-wing hotbeds where dissenting opinions are squelched.

Even President Bush got in on the act when, in a commencement address last month, he decried "the boring politics of division and derision" that threaten free speech on campuses.

Further criticisms are in such recent high-profile books as Dinesh D'Souza's Illiberal Education and Roger Kimball's Tenured Radicals. These mounting attacks have left educators reeling, confounded over whether -- and how -- to fight back.

"Reeling" and "confounded" -- not images intrinsically favorable to the sense of what higher education ought to be about!

4. A Reluctant Prognosis for the 1990's: GW Special

The proper balance between faculty and administrative authority has, of course, a long history. And, the adversarial model: "faculty vs. administration" has enjoyed a long lifespan. Whatever its drawbacks, that surely is a model that keeps things simple and clear.

But, life in the remainder of this decade won't be that simple, I fear. Instead, in much of America, it may be tedious, occasionally grouchy, and generally less-than-satisfying -- at least in comparison to the hopes we all entertained when we decided on academic careers to begin with. The only consolation we have is: we can be special -- life here at GW does not have to be like that if you and I and all of our associates continue to pull together as we have.

RECOMMENDATIONS 1-15 AND RESPONSES

R.1: *We recommend that the Board of Trustees extend membership to one non-voting representative of the faculty, and that this position be filled ex officio by the Chair of the Faculty Senate Executive Committee. It is our judgment that this action will place on the Board the one faculty member who is best integrated into the general flow of information at the University and who is, by virtue of her or his position, a legitimized spokesperson for the faculty. This recommendation is in no sense meant to replace or substitute for existing contacts between the Faculty Senate and the Board of Trustees.*

Response: As you know, there is an extensive scholarly literature on the composition and functioning of Boards of Trustees. A most succinct statement of the research work product may be found in the 1987 study by Barbara Taylor, Director of the Association of Governing Boards Institute for Trustee Leadership. Dr. Taylor says:

"Some observers have called for faculty membership on boards of their own institutions, a demand heard particularly during the campus upheavals of the 1960s. Others have countered that such membership violates the principle that trustees are responsible to the public as a whole rather than to an individual constituency. Moreover, because faculty trustees could not be expected to deal objectively with conditions of their own employment, an inherent and intolerable conflict of interest would exist. To ensure an academic perspective on boards, it has been suggested that boards include members who are academics from other institutions. In fact, few boards include faculty from either their own or other institutions. Fewer than 1 percent of board members are faculty from the institution where they serve as trustees, and just 1.2 percent are faculty from other colleges or universities . . .

To the extent that faculty, working through normal departmental and administrative channels, can come to agreements that the president can support and defend to the board, the faculty's interests are likely to be better served than under arrangements where a few faculty members with direct access to the board

presume to speak for their peers. Limited representation of this sort is unlikely to satisfy most faculty, because much of the disagreement between faculty and trustees arises from disagreement over the goals and purpose of the institution itself. And often the greatest disagreement is found among the faculty."

I have been in conversation with the leadership of The George Washington University Board of Trustees and I understand them to concur in the AGB sentiment. However, I believe they would be agreeable to a proposal that you may want to share with the Faculty Senate; namely, that in seeking future trustees, The George Washington Board of Trustees would endeavor to find one or more who are themselves professors or administrators at universities similar to The George Washington University, with a preference to be given to individuals who themselves hold one or more of their degrees from The George Washington University. (Without making a particular commitment, we might speculate, for example, on the virtue of having as a member of the Board someone like Professor Michael Kammen of Cornell University to whom, you will recall, we awarded an honorary doctorate at the 1991 ceremonies of the Graduate School of Arts and Sciences. Dr. Kammen, a Pulitzer Prize-winning scholar, earned his Bachelor of Arts degree from Columbian College.)

R.2: *To facilitate the exchange of information, a member of the Faculty Senate Executive Committee should be invited to meetings of the senior administrative staff, and should be free to participate in all business conducted at the meetings except that relating to personnel or to specific budget allocations.*

Response: We note that the Chairman of the Faculty Senate, in addition to the regularly scheduled meetings that he (or she) has enjoyed with the President of the University and the Vice President for Academic Affairs, now has similar sessions with the Vice President and Treasurer. We believe that these periodic one-on-one conversations permit an intimate and confidential exchange of information that keeps the leadership of the Faculty Senate appropriately up-to-date without inhibiting the discussions between and among senior administrators at their staff meetings, where it is believed important that ideas not yet mature can be discussed by vice presidents and other administrative staff without the

feeling that one of their most important constituencies is observing them in very tentative deliberations. Social scientists have long understood that the mere observation of human interaction by another party changes the nature of that interaction. Moreover, adding to the number of persons in a small group also impacts on the behavior of the group.

The three regular meetings referred to above with key administrators, along with the participation of the President of the University and, in his or her absence, the Vice President for Academic Affairs in the regular meetings of the Faculty Senate Executive Committee, provide means to facilitate the exchange of information while retaining the necessary distinction between faculty and administrators -- a distinction which, if enforced too rigidly, would inhibit the governance of the institution but which, if obliterated altogether, would simply confuse our respective roles and the division of responsibilities.

R.3: *The University should publish an up-to-date organization chart showing the inter-relationships and lines of authority among all administrative units.. The organizational plan should be sufficiently specific as to make clear the loci of responsibility for all classes of University behavior, and should, specifically, define the role of the Council of Deans (as discussed below).*

Response: An organization chart, as requested, will be provided in the fall. We would observe and perhaps even caution those who look forward to its publication about the inherent limitations of such charts. Those who study public administration and large group organization know that organization charts are, at best, snap shots of formal reporting relationships at a specific moment in time. Moreover, what they represent is the "official" alignment of relationships but they fail to capture the informal decision-making that exists in all organizations and which may diverge from representations on a chart. Also, some aspects of an institution resist specific definition as much as parties to the enterprise might wish otherwise. For example, the role of the Council of Deans is an ever-changing one which depends on the Deans, the nature of the issues which may be before them, the distractions that demand the attention of the Deans in their respective schools and colleges, the assignments delegated to Deans by the Vice President for

Academic Affairs and other factors. I believe that the statement about the Council of Deans, to be found at pages 5, 6 and 7 of your Special Committee Report, is an accurate description of the evolutionary nature of the Council of Deans on this campus. It is, in a manner of speaking, somewhat like an accordion -- sometimes contracted and sometimes expanded.

- R.4 *In the interests of assuring that faculty views are represented early in its various deliberations and that its views and actions are clearly communicated to the faculty, the Council of Deans should be expanded to include one representative of the Faculty Senate, who shall be responsible for liaison between the Senate and the Council.*

Response: Recommendation 4 was discussed by the Council of Deans. The Deans believe that nothing is more important than having faculty involved early in the deliberations of the University. Indeed, I think it is fair to say that the Deans think faculty views are seminal. However, the Deans think that the views of faculty should be communicated to them by their respective faculties through the governance process in both formal and informal relations already in place in the respective academic units of the University. They are not persuaded that one representative of the Faculty Senate can accurately and adequately "represent" the pluralistic perspectives and interests of their wide-ranging faculties and they have asked me to convey to you their unanimous view that the Council of Deans is an administrative group and that it ought to remain such. In fact, the Council of Deans sees their periodic meeting with the President and the Vice Presidents as one of the few opportunities they have to confer with the President and the Vice Presidents about University administrative issues writ large and they point out that most of them presently have less regularly-scheduled face-to-face contact with the President and the Vice Presidents than does the Chair of the Faculty Senate. The Deans believe that most faculty will understand their sentiment that candor and testing of ideas might be chilled if faculty oversight were present. They believe that an administrative group with common responsibilities reasonably requires an opportunity to speak freely among themselves as administrators in order to discharge their proper function for the University. If a member of the Senate were to sit with the group regularly, it

would be necessary to develop rules governing open and closed sessions of the Council of Deans which would inevitably be awkward. That said, the Council of Deans has no hostility to having a representative of the Senate join them at their invitation when, in their judgment, an agenda item calling for a specific input from the Faculty Senate is clear and they will not hesitate to offer hospitality to the Faculty Senate Chair when they feel that will enhance learning, efficiency and morale.

R.5: *The Council of Deans should continue and, where appropriate, expand its efforts to involve faculty in the activities of its subcommittees. For reasons to be discussed below, all faculty appointments to these subcommittees should be made in consultation with the Executive Committee of the Faculty Senate.*

Response: The Council of Deans is pleased to say that it will, where appropriate, as stated in the first half of the Special Committee Recommendation, continue its efforts to involve interested faculty in the activities of its subcommittees or task forces. This mode of behavior has been demonstrated to be profitable in the past and there is every intention to persist in the future. The Council of Deans will endeavor to consult with the Faculty Senate, as appropriate, in considering the designation of faculty members to its subcommittees or task forces. However, it seems unnecessarily restrictive and perhaps unsound to state, as a matter of categorical procedure, that all faculty appointments to the Council of Deans subcommittees and task forces "should be made in consultation with the Executive Committee of the Faculty Senate." We would not anticipate that there would be many occasions when consultation was overlooked or determined inappropriate but we would be reluctant to surrender flexibility as a matter of policy.

R.6: *We recommend that the entire committee structure as currently constituted be scrapped. In its place, we recommend the establishment of two kinds of standing committees. One would include Faculty Senate committees comprised entirely of faculty. These committees would address matters of direct faculty responsibility, and would include the Committees on Appointment, Salary and Promotion Policies; Dispute Resolution; and Professional Ethics and Academic Freedom. We do not recommend changes in the structure of these committees.*

The second would be joint faculty-administration committees, comprised of faculty and administrators, whose collective jurisdiction would include all matters related to University administration and policy. These committees would be drawn along functional lines that correspond to the administrative responsibilities of the respective Vice Presidents. This will necessarily mean a reduction in the number of committees, a consolidation of certain committee responsibilities, and a commitment to a general and integrative approach to the formulation of University policy. The Vice Presidents should work with the Senate in delineating the areas of responsibility of the respective committees and in agreeing upon their structures. These joint committees might be co-chaired by a Senator and the appropriate officer of the University. Faculty representatives on these committees should be elected by the Senate for rotating terms of three years.

We make no recommendation with respect to the continued use of ad hoc committees and working groups, except to incorporate them in Recommendation 8 below.

Response: With respect to the way in which the Special Committee proposes to restructure Senate Committees, that seems a matter most appropriately decided by the Senate itself. With respect to the concept of joint faculty-administration committees, there may be some real value in pursuing this way of working together when appropriate. In the spirit of this Recommendation, Vice President French has forwarded to the Senate Executive Committee two proposals for joint faculty-administration committees: one to review new curricular proposals and one to merge the Senate Research Committee and the Advisory Council on Research.

R.7: *Where committees are to be chaired or, as may be the case in a revised committee structure, co-chaired by Senators, the terms of such Senators as committee chairs or co-chairs should be three years, and such Senators should not be permitted to succeed themselves. In the first instance, this requirement will provide for the development of background knowledge, institutional memory, and*

Response: This does not seem to call for an administrative comment.

R.10: *While not all Faculty Senate resolutions will be implemented as University policy, it is reasonable of the Senate to expect from the administration a report on the status of all such measures that are adopted. The Senate should adopt a standard clause to accompany all appropriate resolutions (ceremonial items, among others, might be excluded) specifying a reasonable date certain at which the resolution, if adopted, will reappear on the Senate agenda for a report by the administration on its implementation. The administration should be expected to comply with this reporting requirement. If a report is not forthcoming on the specified date, the item should remain on the agenda of all subsequent Senate meetings until such a report has been presented.*

Response: Once again, this appears to be a matter for the Senate to decide. However, I take some small pleasure in noting the early date of my prompt response to the resolutions passed by the last session of the Senate in 1990-91.

R.11: *The Senate should invite the President and the Vice Presidents of the University to present orally an annual report on issues and activity within their respective units or areas of responsibility, including past actions that have been taken and future initiatives that are contemplated.*

Response: During the course of the year, the President addresses the faculty at the Faculty Assembly. He issues an annual "President's Report" which includes all affairs under his jurisdiction. He also chairs Faculty Senate meetings on a regular basis and is, therefore, available both generally and specifically to the faculty writ large and the Faculty Senate in particular. Vice Presidents have, during the course of the year, consistently responded affirmatively to offers of hospitality and requests for information by the Faculty Senate and I would think that they would be pleased to do so in the future.

R.12: *The Senate should formalize, and the administrative officers of the University should participate in, a formal Question Period at each Senate meeting, a*

continuity on the part of the chair, thereby enhancing both the Senate's ability to guide committee action through its appointees and the Vice Presidents' ability meaningfully to involve the various chairs in decision-making. In the second instance, it assures that access to the diverse administrative functions will remain open to a variety of representatives and points of view.

Response: This does not seem to call for an administrative comment.

R.8: *No faculty members should be appointed by a University administrator to any committee (including all ad hoc committees and working groups), or to any liaison function, without consultation with the Faculty Senate Executive Committee. All faculty members appointed to committees assume an affirmative obligation to report to the Faculty Senate on a regular basis on the activities of their respective committees. The Senate should publicize more regularly and more effectively the names of faculty members serving on committees, and the Senate and the administration should both publicize more regularly and more effectively the functions of the various committees and their current activities.*

Response: With respect to the first part of Recommendation 8, see response to Recommendation 5. As to the balance of Recommendation 8, that seems again to be a matter to be determined by the Senate.

R.9: *The Faculty Senate should place on its agenda toward the beginning of every meeting a reporting period during which the Senators serving on the various committees are expected to report on any committee activity during the period since the last Senate meeting. Typically, these reports may be quite brief, but when occasion merits, they may be used to alert the Senate to important actions that are being considered at an earlier stage of the decision-making process than is sometimes the case. While such regular reporting can keep the faculty advised of pending initiatives, it is also to be taken as an enhancement of the participation of the faculty in any policies that emerge. Thus, the Senate as a collectivity must accept the responsibility for keeping itself informed on matters before the University, and must convey a sense of this responsibility to its representatives on the various committees.*

specified period of time, perhaps fifteen minutes, during which Senators may address questions to the President, the Vice Presidents, and others. The Question Period should be included as a specific agenda item for all Faculty Senate meetings.

Response: We have all, I think, benefited from watching the British Parliament on C-SPAN but what works in the United Kingdom, governing a nation, may be less useful in Foggy Bottom. A formal question period creates an environment which may be seen as adversarial as we see in the sometimes peppery exchanges in London. It has been my habit, during the last three years, to periodically step out of the chairmanship and contribute where I think I can to particularly important issues before the Senate (such as the Sexual Orientation discussions last spring). I anticipate proceeding in this way in the future. If a particular question comes up spontaneously during the course of Senate debates, I expect that most of the time I would be pleased to answer it or if I didn't know the answer, say that I would respond after researching the matter. Vice Presidents and Deans in attendance would be equally ready to respond to questions as they arise.

R.13: *The names, office addresses, telephone extensions, and BITNET addresses of all Senators should be publicized.*

Response: A matter of Senate business.

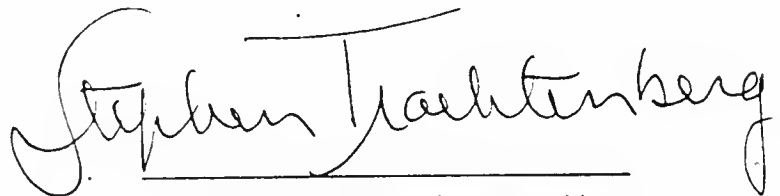
R.14: *As part of the regular agendas for their meetings, the faculties of each school should receive reports from their respective representatives on the Faculty Senate.*

Response: A matter of Senate business.

R.15: *The University should eliminate, or at least curtail significantly, the publication of specialized newsletters, calendars, and other circulars intended for the general internal audience. In their stead, the Office of University Relations should publish a biweekly tabloid newspaper for faculty and staff. This publication could be supported in part by advertising if necessary. Included*

would be news of interest to faculty, administrators, and staff, e.g., on departmental activities, faculty accomplishments, innovative ideas, insurance plans and benefits, and other such items. Meetings of the Faculty Senate and such other bodies as may be appropriate (e.g., the Board of Trustees and the Senate/administrative committees) should be reported as news stories. The President and the Chair of the Faculty Senate Executive Committee, or their designees, should each write a regular column for the newspaper highlighting relevant activities or concerns. In addition, the newspaper should maintain an active "letters" column through which other members of the University community may express themselves.

Response: Recommendation 15 would probably benefit from being studied by a joint faculty-administrative committee of the sort contemplated in Recommendation 6 above. We might want to have such a committee put in place in the fall of 1991-92 and charged with actually exploring the merits of this proposal and the potential expenses, weighing the costs and benefits, and reporting back to the administration and the Senate during the course of the academic year.

A handwritten signature in cursive script, reading "Stephen Trachtenberg". The signature is written in dark ink and is positioned above a horizontal line.

Stephen J. Trachtenberg-President

[Any inquiries about this resolution should be directed to Professor Garris, Executive Committee, Ext. 4-3646].

A RESOLUTION TO IMPLEMENT RECOMMENDATION 8 ON THE USE OF FACULTY ON ADMINISTRATIVE COMMITTEES, SUBCOMMITTEES, TASK FORCES AND WORKING GROUPS (91/3)

WHEREAS, effective communication among the constituent elements of the University community is essential to the achievement of success across the full range of institutional objectives; and

WHEREAS, the faculty seeks to enhance its role and influence as a constituent in the University community through improved communication in a manner that would serve the University's larger need to develop and sustain unified responses to the challenges of operating in today's uniquely difficult environment; and

WHEREAS, such effective communication is best achieved by the participation of legitimate representatives of the faculty on administrative committees, and designation by the Faculty Senate legitimizes standing as a representative of the faculty; NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

(1) That, under normal circumstances, no faculty members should be appointed as representatives of the faculty by a University administrator to any committee (including all ad hoc committees, task forces, and working groups), or to any liaison function, without consultation with the Faculty Senate Executive Committee; and

(2) That all faculty members named as representatives of the faculty on administrative committees assume an affirmative obligation to report to the Faculty Senate on a regular basis on the activities of their respective committees.

Faculty Senate Executive Committee
September 27, 1991

Report on Recommendation 8 of the
Special Committee to Study the Structure and Functioning
of the Senate

by C. A. Garriss, 9/27/91

Recommendation 8:

No faculty members should be appointed by a University administrator to any committee (including all ad hoc committees and working groups), or to any liaison function, without consultation with the Faculty Senate Executive Committee. All faculty members appointed to committees assume an affirmative obligation to report to the Faculty Senate on a regular basis on the activities of their respective committees.

Committee's Rationale:

1. A central goal of the Senate is to enhance the role and influence of the faculty as a constituent of the University community through improved communication, but, in a manner that would serve the University's larger need to develop and sustain unified responses to the challenges of operating in today's uniquely difficult environment.

2. Faculty appointed by administrators without Senate approval are not legitimate representatives of the faculty. Without such legitimization, it is widely perceived among the faculty that the administration is relying increasingly on these less formal structures at the expense of their formal counterparts to circumvent the potential influence of the duly elected representatives of the faculty. Committee members selected without Senate endorsement or contact do not have the authority to speak as representatives of the faculty (although they are nevertheless called upon to do so).

3. Faculty who serve on administrative committees without Senatorial endorsement do not have a specific mechanism, or even mandate, to keep a defined faculty constituency apprised of their efforts or ground their actions in faculty approbation. As a result, decision-making in such groups may be more efficient than might otherwise be the case, but it may be deficient in its effectiveness broadly defined.

4. The relationship between a faculty and an administration inevitably entails a balancing of deliberation with action, of institutional conservatism with change, and of the traditional adversarial character of faculty-administration relations. These issues are of particular salience in the structuring and use of committees since such groups represent the coming together of potentially divergent interests at what is typically, in operational terms, a level of genuine decision-making.

President's Response:

The involvement of faculty in administrative committees has been demonstrated to be profitable in the past and there is every intention to persist in the future. The administration will endeavor to consult with the Faculty Senate, as appropriate, in considering the designation of faculty members to its committees, subcommittees, task forces, etc. However, it seems unnecessarily restrictive and perhaps unsound to state as a matter of categorical procedure, that all faculty appointments to administrative committees and task forces "should be made in consultation with the Executive Committee of the Faculty Senate". We would not anticipate that there would be many occasions when consultation is overlooked or determined inappropriate but we would be reluctant to surrender flexibility as a matter of policy.

Recommended Response of Executive Committee

It is clearly the administration's prerogative to solicit assistance and consultation from the faculty in order to assist them in advancing the interests of the university without consultation or endorsement of the Senate. Such individual faculty may be selected because of their unique expertise, working relationships with administrators, or for whatever profound or arbitrary reason that the administration deems appropriate. However, it is the position of the Senate that in the absence of such consultation with the Senate Executive Committee, such faculty are not to be construed as legitimate representatives of the faculty. All faculty endorsed by the Senate Executive Committee to serve on administrative groups would be expected to report their actions to designated faculty constituencies. It is also the position of the Senate that administrative committees with legitimate faculty representatives better serve the interests of the university by virtue of their actions being grounded in faculty approbation and their interactive relationships with interested faculty groups. Such relationships between administration and faculty engender a spirit of cooperation which serves the university well.

[Any inquiries about this resolution should be directed to Professor Divita, Executive Committee, Ext. 4-6203]

A RESOLUTION TO IMPLEMENT RECOMMENDATION 15 TO ESTABLISH A JOINT FACULTY-ADMINISTRATION COMMITTEE TO EXPLORE WAYS TO IMPROVE THE FLOW OF INFORMATION WITHIN THE UNIVERSITY COMMUNITY (91/4)

WHEREAS, the Faculty Senate established the Special Committee to Study the Structure and Functioning of the Faculty Senate, and the Special Committee submitted its report to the Faculty Senate on March 22, 1991; and

WHEREAS, Recommendation 15 of the Committee's report focuses on the need to improve the flow of information within the University community, and President Trachtenberg is supportive of the thrust of Recommendation 15; NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

(1) That, a Joint Faculty-Administration Committee be established to explore the merits of Recommendation 15; and

(2) That such a committee consist of six members: three members of the faculty appointed by the Executive Committee and three members of the administration appointed by the President; and

(3) That the leadership of this committee be shared by one member of the faculty designated by the Faculty Senate and one member of the administration designated by the President; and

(4) That the committee present a written report of its findings and recommendations in the Spring 92 semester, accompanied by a cost/benefit analysis of its recommendations; and

(5) That the Co-Chairs of the committee maintain an active liaison with the designated member of the Faculty Senate Executive Committee during the period of the committee's existence.

Faculty Senate Executive Committee
September 27, 1991



THE
GEORGE
WASHINGTON
UNIVERSITY

Washington, D.C. 20052 / Faculty Senate / (202) 676-7198

MEMORANDUM

September 27, 1991

TO: Faculty Senate

FROM: William B. Griffith, Chair *W-B Griffith*
Executive Committee of the Faculty Senate

RE: Executive Committee Response to Recommendation #6

The Executive Committee has concluded that the suggestion of joint committees in some areas is worth trying, for a definite period of time, after which our experience should be reviewed. Trial period: 3 years (?).

The Executive Committee will recommend that during this Senate term, the following standing committees should explore with their administrative members the structure and mission of Joint-Senate-Administration committees:

Research (already proposed by Vice President French)

Fiscal Planning and Budgeting (to be worked out with Vice President Katz)

Physical Facilities (to be worked out with Vice President Katz)

Presumably these last two joint committees would be, in the first instance, dual in structure, with a smaller committee than now nominated by the Senate, and an equal group of administrative officers, meeting jointly under combined chairs, sharing responsibility for the agenda of the joint committee, and with each entitled to report jointly or separately.

The hope is that in these areas, where the Senate committees have a very limited capacity to operate without being first fully informed and assisted in identifying issues by the responsible administrative officers, such jointly-shared responsibility would produce results more valuable both to the Senate and the University at large.

Since, in the trial period, these committees will remain standing committees of the Senate, with the only change being a somewhat smaller membership than in the past, but simply meet jointly with a similar administrative committee (except for the Research Committee, where a different structure has been proposed by Vice President French), the Executive Committee's view is that no change in Senate Bylaws is required at the present time.



THE
GEORGE
WASHINGTON
UNIVERSITY

Washington, D.C. 20052 / Faculty Senate / (202) 676-7198

MEMORANDUM

September 27, 1991

TO: Faculty Senate

FROM: William B. Griffith, Chair *W B Griffith*
Executive Committee of the Faculty Senate

RE: Executive Committee Response to Recommendations #9 & #12

. Although the general outline of the agenda for Senate meetings is fixed in our Bylaws, Sec. 2(a), the Executive Committee proposes to include under No. (6), "General Business," which will make time available without prior arrangement to any chair wishing to report progress or provide notice of issues being taken up in committee. The Executive Committee will encourage Chairs to use these reports as a way of alerting faculty to significant issues that have raised concern on campus or which will be of interest when they come before the full Senate for debate.

The Executive Committee also proposes to interpret No. (7), "Brief Statements," as including an invitation to Senators to propose questions to administrative officers, either in writing, or orally but to be followed up with a written version if not answered immediately, with the understanding that answers by appropriate administrative officers will be anticipated at the next Senate meeting and included in the record of that meeting. To make this standing invitation clear, the agenda will show Item No. (7) as "Brief Statements (and Questions)."



THE
GEORGE
WASHINGTON
UNIVERSITY

Washington, D.C. 20052 / Faculty Senate / (202) 676-7198

MEMORANDUM

September 27, 1991

TO: Faculty Senate

FROM: William B. Griffith, Chair *W B Griffith*
Executive Committee of the Faculty Senate

RE: Executive Committee Response to Recommendation #11

The Executive Committee will, in this term, invite the President to present a "State of the University" address at the Faculty Assembly, now scheduled for November 5th. We will also recommend that, if as has been suggested, devoting a portion of the Faculty Assembly agenda to an "open question-period" becomes a regular feature of those meetings, that the other Vice Presidents be encouraged to attend and receive questions along with the President and Academic Vice President.

The Executive Committee will continue its practice of inviting the Vice Presidents to present to the Faculty Senate reports on any developments in their areas of responsibility which would be likely to be of interest to the faculty, at a point in time early enough for the Senate to provide feedback, if desired.

THE GEORGE WASHINGTON UNIVERSITY
THE FACULTY SENATE - 1991-92 SESSION

The Faculty Senate meetings for the 1991-92 Session will be held on the second Friday of each month (exception: January) as follows:

September 13, 1991
October 11, 1991
November 8, 1991
December 13, 1991

January 17, 1992
February 14, 1992
March 13, 1992
April 10, 1992

The 1992-93 Session begins May 8, 1992

Ext. Ex Officio Member (stated by the Faculty Organization Plan)

6500 Trachtenberg, Stephen Joel President

Ext. Administrative Members (stated by the Faculty Organization Plan)

6510	French, Roderick S.	Vice President for Academic Affairs
4911	Gaglione, J. Matthew	Registrar
	(Appointed by the President):	
6380	Burdetsky, Ben	Dean, School of Business and Public Management
6241	East, Maurice A.	Dean, Elliott School of International Affairs
6288	Friedenthal, Jack H.	Dean, National Law Center
6080	Gilmore, Charles M.	Dean, Acting, School of Eng. & Appl. Sci.
2987	Keimowitz, Robert I.	Dean, Academic Affairs, Medical Center
6130	Kenny, Robert	Dean, Columbian College of Arts & Sciences, and Acting Dean, Graduate School of Arts & Sciences
6161	Smith, Peter P.	Dean, School of Education and Human Development
02	Schechter, Roger E.	Parliamentarian

<u>Ext.</u>	<u>Faculty Members</u>	<u>Term Expires</u>	<u>School or College</u>
1535	Belknap, Nancy J.	1993	Education and Human Development
8246	Carson, John H.	1993	Business and Public Management
6203	Divita, Salvatore F.	1992	Business and Public Management
4377	Felts, William R., Jr.	1993	Medical Center
3646	Garris, Charles A.	1992	Engineering and Applied Science
4429	Giordano, Joseph M.	1992	Medical Center
6265	Griffith, William B.	1992	Columbian College
4857	Gupta, Murli M.	1993	Columbian College
8239	Harrington, Robert J.	1993	Engineering and Applied Science
6761	Hill, Peter P.	1993	International Affairs
7194	Holmes, Dennis H.	1992	Education and Human Development
6630	Maddox, James H.	1993	Columbian College
3793	Mahmood, Khalid	1992	Engineering and Applied Science
4001	Miller, Harry C., Jr.	1993	Medical Center
6717	Morgan, John A., Jr.	1993	Columbian College
6750	Park, Robert E.	1992	National Law Center
7225	Parke, William C.	1992	Graduate School of Arts and Sciences
6776	Pock, Maximilian	1992	National Law Center
6759	Robinson, David, Jr.	1993	National Law Center
7094	Robinson, Lilien F.	1992	Columbian College
6090	Schiff, Stefan O.	1992	Columbian College
08	Silber, David E.	1993	Columbian College
36	Smith, Stephen C.	1992	Columbian College
6889	Smythe, Robert T.	1992	Columbian College
6856	Vontress, Clemmont E.	1993	Education and Human Development
6369	Wirtz, Philip W.	1993	Business and Public Management

[Updated 9/13/91]

FACULTY SENATE COMMITTEES
1991-92 Session

STANDING COMMITTEE CHAIRS
1991-92

EXEC. CTE.
LIAISON

- | | | |
|-----|--|----------|
| 1. | ADMINISTRATIVE MATTERS AS THEY AFFECT THE FACULTY -
Professor Murli M. Gupta | PARKE |
| 2. | APPOINTMENT, SALARY AND PROMOTION POLICIES -
Professor Peter P. Hill | VONTRESS |
| 3. | ATHLETICS AND RECREATION -
Professor Stefan O. Schiff | GARRIS |
| *4. | EDUCATIONAL AND ADMISSIONS POLICY/STUDENT FINANCIAL AID -
Professor Philip W. Wirtz | DIVITA |
| 5. | FACULTY DEVELOPMENT AND SUPPORT -
Professor David E. Silber | PARKE |
| 6. | FISCAL PLANNING AND BUDGETING -
Professor Robert T. Smythe | GRIFFITH |
| 7. | HONORS AND ACADEMIC CONVOCATIONS -
Professor James H. Maddox | GRIFFITH |
| 8. | LIBRARIES -
Professor Robert J. Harrington | FELTS |
| 9. | PHYSICAL FACILITIES -
Professor David Robinson, Jr. | DIVITA |
| 10. | PROFESSIONAL ETHICS AND ACADEMIC FREEDOM -
Professor John A. Morgan, Jr. | POCK |
| 11. | RESEARCH -
Professor Robert J. Harrington | GARRIS |
| 12. | UNIVERSITY AND URBAN AFFAIRS -
Professor Dennis H. Holmes | VONTRESS |
| 13. | JOINT COMMITTEE OF FACULTY AND STUDENTS -
Professor Stephen C. Smith | GRIFFITH |

*These two Committees were combined under one Chair by the Executive
Committee 4/30/91

MEMBERS OF THE FACULTY SENATE COMMITTEES
1991-92 Session

Executive Committee

AcadCen T-525	William B. Griffith, Chairman (CCAS)	4-6265
Monroe 403	Salvatore F. Divita (SBPM)	4-6203
ACC 4-408	William R. Felts, Jr. (Medical)	4-4377
AcadCen T-739	Charles A. Garris (SEAS)	4-3646
Samson 307	William C. Parke (GSAS)	4-7225
Sto 412	Maximilian Pock (Law)	4-6776
AcadCen T-605	Clemmont E. Vontress (SEHD)	4-6856
Rice 8th Floor	Stephen J. Trachtenberg, President, ex officio	4-6500

ADMINISTRATIVE MATTERS AS THEY AFFECT THE FACULTY

*Chairman: Gupta, Murli M., Mathematics
Ernststahl, Henry L., Public Administration
Fife, Jonathan D., Education
Kakaes, Apostolos K., EECS
Oertel, Yolanda C., Pathology
Wise, Jarrett M., Health Sciences
Zuchelli, Artley J., Physics

ex officio:

Bortz, Walter M., Vice President for Information and
Administrative Services
Katz, Louis H., Vice President and Treasurer
Keimowitz, Robert I., Dean of the Medical Center for Academic Affairs
*Parke, William C., Executive Committee Liaison

APPOINTMENT, SALARY, AND PROMOTION POLICIES, (INCLUDING FRINGE BENEFITS)

*Chairman: Hill, Peter P., History
Abravanel, Eugene, Psychology
Boswell, John G., Educational Leadership
Bowling, Lloyd S., Speech and Hearing
Briscoe, William J., Physics
Freund, Maxine B., Special Education
Johnson, Diana E., Biological Sciences
Katz, Irving J., Mathematics
Kirsch, Arthur D., Statistics
*Park, Robert E., Law
Robinson, Lilien F., Art
Sarkani, Shahram, CMEE
Schlagel, Richard H., Philosophy
Suranovic, Steven M., Economics

ex officio:

Bortz, Walter M., Vice President for Information and
Administrative Services
French, Roderick S., Vice President for Academic Affairs
Katz, Louis H., Vice President and Treasurer
*Vontress, Clemmont E., Executive Committee Liaison

*Member of the Senate

ATHLETICS AND RECREATION

*Chairman: Schiff, Stefan O., Zoology
Caress, Edward A., Chemistry
Jasnoski, Mary L., Psychology
Krueger, Antony, Student
O'Rear, Charles E., Forensic Science
Paup, Donald C., HKLS
Rocco, Vinnie, Student
Rowley, David A., Chemistry
Sullivan, Patricia A., HKLS
Weintraub, Herbert D., Anesthesiology
Wilkerson, John R., Naval Science

ex officio:

Bilsky, Steven, Director of Athletics
Chernak, Robert A., Vice President for
Student and Academic Support Services
*Garris, Charles A., Executive Committee Liaison
Warner, Mary Jo, Senior Associate Director of Athletics and Recreation

EDUCATIONAL AND ADMISSIONS POLICY/STUDENT FINANCIAL AID

*Chairman: Wirtz, Philip W., Management Science
Dunn, Robert M., Jr., Economics
Glover, Kelvin, Student
Greenberg, Joseph A., Educational Leadership
Heller, Rachelle S., Engineering and Applied Science
Jerkowitz, Christine, Student
Levy, Joseph B., Chemistry
Kirsch, Arthur D., Statistics
Quitslund, Sonya A., Religion
Smith, Carol, Pathology
Spivack, Sheryl E., HKLS
Wright, Frank, Art

ex officio:

Chernak, Robert A., Vice President for Student
and Academic Support Services
*Divita, Salvatore F., Executive Committee Liaison
French, Roderick S., Vice President for Academic Affairs
Gaglione, J. Matthew, Registrar
Pallett, Anthony T.G., Executive Director for Enrollment Mgmt.
Stoner, George W.G., Director of Undergraduate Admissions

FACULTY DEVELOPMENT AND SUPPORT

*Chairman: Silber, David E., Psychology
Bjelajac, David, Art
Cherian, Edward J., Administrative Sciences
Cox, Craig A., Naval Science
Dinwiddie, James F., Engineering Management
Gastwirth, Joseph L., Statistics
Hillis, James W., Speech and Hearing
Steiner, Carl, German

ex officio:

Bortz, Walter M., Vice President for Information
and Administrative Services
Clifford, James E., Director, Personnel Services
*Parke, William C., Executive Committee Liaison
Wolfman, Brunetta, Associate Vice President for Academic Affairs

FISCAL PLANNING AND BUDGETING

*Chairman: Smythe, Robert T., Statistics
Birnbaum, Philip S., Health Care Sciences
Bradley, Michael D., Economics
DePalma, Diane M., Psychology
Handorf, William C., Business Administration
Kee, James E., Public Administration
Linebaugh, Craig W., Speech and Hearing
Mastro, Anthony J., Accountancy
Waters, Robert C., Engineering Administration
Yezer, Anthony M., Economics

ex officio:

Boselovic, Don, Director of the Budget
Chernak, Robert A., Vice President for Student
and Academic Support Services
*Griffith, William B., Executive Committee Liaison
Katz, Louis H., Vice President and Treasurer
Keimowitz, Robert I., Dean of the Medical Center for Academic Affairs
Olmo, Ralph J., Vice President and Comptroller
Schauss, John A., Associate Vice President for Finance

*Member of the Senate

HONORS AND ACADEMIC CONVOCATIONS

*Chairman: Maddox, James H., English
Gurne, Patricia D., Trustee
Lingo, Jane T., University Relations
Lobuts, John F., Management Sciences
Manatt, Charles T., Trustee
Moore, Dorothy A., Education
O'Brien, Kelly, Student
Proesteu, Maria, Student
Rashid, Martha N., Educational Leadership
Regnell, Joan R., Speech and Hearing
Tidball, M. Elizabeth, Physiology
Wade, Alan G., Theater and Dance

ex officio:

French, Roderick S., Vice President for
Academic Affairs
Gaglione, J. Matthew, Registrar
*Griffith, William B., Executive Committee Liaison
Holland, Sandy H., University Relations
Kaplan, Susan B., Assistant Treasurer for Legal Matters
Kasle, Jill F., University Marshal

LIBRARIES

*Chairman: Harrington, Robert J., EECS
Chalofsky, Neal E., Human Resource Development
Driver, E. Donald, International Services
Harizanov, Valentina, Mathematics
Hitchcock, Michael D., Art
King, Michael C., Chemistry
Reeves, Philip N., Health Services Administration
Saenz, Pilar G., Romance Languages
Saha, Debabrata, Art
Seavey, Ormond A., English
Sharkey, Charles W., Naval Sciences

ex officio:

Andrews, Avery D., Assistant Dean of the
Graduate School of Arts and Sciences
Bader, Shelley A., Director, Medical Library
*Felts, William R., Jr., Executive Committee Liaison
French, Roderick S., Vice President for
Academic Affairs
Head, Anita K., Librarian, Law Library
Rogers, Sharon J., University Librarian and
Assistant Vice President for Academic Affairs

*Member of the Senate

PHYSICAL FACILITIES

*Chairman: Robinson, David, Jr., Law
Carter, James B., Jr., Naval Sciences
Cohen, Brian, Student
Greene, Sherwin, Urban Planning and Real Estate Development
Johnson, Nancy D., Theatre and Dance
Kaye, Tonya, Student
Robinson, E. Arthur, Jr., Mathematics
Sabelli, Bradley W., Theatre and Dance
Siegel, Frederic R., Geology

ex officio:

Bortz, Walter M., Vice President for Information
and Administrative Services
*Divita, Salvatore F., Executive Committee Liaison
Katz, Louis H., Vice President and Treasurer
Runyon, Donald A., Assistant Treasurer for Business
and Procurement Affairs
Schauss, John A., Associate Vice President for Finance
_____, Associate Vice President for Business

PROFESSIONAL ETHICS AND ACADEMIC FREEDOM

*Chairman: Morgan, John A., Jr., Political Science
Cohn, Victor H., Pharmacology
Darr, Kurt J., Health Services Administration
Hoare, Carol H., Human Services
Kaiser, Paula R., (Emeritus) Anesthesiology
Maurer, Ward D., Engineering and Applied Science
Moser, Cynthia T., Naval Science
Pierpont, Howard C., (Emeritus) Surgery
Quiroga, Jose A., Romance Languages
*Robinson, David, Jr., Law
Stephanic, Jeffrey L., Art

ex officio:

Burdetsky, Ben, Dean of the School of Business and
Public Management
Friedenthal, Jack H., Dean of the National Law Center
Kaplan, Susan B., Assistant Treasurer for Legal Matters
Kenny, Robert W., Dean of Columbian College of
Arts and Sciences
*Pock, Maximilian, Executive Committee Liaison

RESEARCH

*Chairman: Harrington, Robert J., EECS
Baginski, Frank E., Mathematics
Garcia, Jorge, Human Services
Holman, Mary A., Economics
Krulfeld, Ruth M., Anthropology
Masters, Deborah C., Gelman Library
Offermann, Lynn R., Psychology
Rycroft, Robert W., Political Science and Int'l Affairs
Sibert, John L., EECS
Silverman, Barry G., Ead/IAI
Stephens, George C., Geology

ex officio:

French, Roderick S., Vice President for Academic Affairs
*Garris, Charles A., Executive Committee Liaison
Gross, Donald, Associate Vice President for
Academic Affairs and Research
Kenny, Robert, Acting Dean of the Graduate School of Arts and Sciences

UNIVERSITY AND URBAN AFFAIRS

*Chairman: Holmes, Dennis H., Educational Leadership
Epps, Valerie L., Educational Opportunity Program
Henig, Jeffrey R., Political Science
Lingo, Jane T., University Relations
Maurer, Ward D., EECS
Minogue, William F., Medical
Nashman, Honey W., Human Services
Perry, David T., Naval Sciences
Stebelman, Scott, Gelman Library

ex officio:

Cropp, Dwight S., Special Assistant for Public Affairs
Kaplan, Susan B., Assistant Treasurer for Legal Matters
Katz, Louis H., Vice President and Treasurer
*Vontress, Clemmont E., Executive Committee Liaison
Wolfman, Brunetta, Associate Vice President for Academic Affairs

*Member of the Senate

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Fife, Jonathan D., Educational Leadership
Moskowitz, Faye S., English
Pardavi, Martha, EECS
Sullivan, Patricia A., HKLS
Ticktin, Max D., Classics
Youens, Laura S., Music

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Chernak, Robert A., Vice President for Student
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Risam, Monica
Schwartz, Jay
Terzian, Raffi

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Bennison, John
Farmbry, Kyle
Parker, Dave
Proesteu, Maria
Speron, Chris
Tatman, Molly